DOCUMENT RESUME

ED 224 627 RC 013 681

AUTHOR	Nyikana, H. K.
TITLE	Pupil Repetition in the Primary Schools of Ciskei.
REPORT NO	ISBN-0-86886-107-3
PUB DATE	Jul 82
NOTE	232p.; Master's Thesis, University of Orange Free State, Bloemfontein.
AVAILABLE FROM	Prof. D. Vermaak, Research Unit for Education System Planning, University of the Orange Free State, P.O. Box 339, Bloemfontein, 9300 R S A (R8.00 each).
PUB TYPE	Dissertations/Theses - Master Theses (042)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Attendance; Class Size; Comparative Analysis; Cost Effectiveness; Cross Cultural Studies; *Developing Nations; Educational Assessment; *Educational Economics; Elementary Education; *Elementary School Students; *Failure; Females; Foreign Countries; *Grade Repetition; Males; Parent Attitudes; Poverty; Rural Areas; State Surveys; Student Teacher Ratio; Tables (Data); Teacher Effectiveness; Teacher Qualifications
IDENTIFIERS	*Impact Studies; *South Africa (Ciskei)

ABSTRACT

The study examined the phenomenon of repeaters as a part of wastage via a review of the literature on the subject and a 5-year study (1977-81) of primary schools in Ciskei. The literature revealed that the impact of repeaters on educational system manifests itself in different ways, i.e., large classes, high drop-out rate, the demoralizing effect of repeaters on other pupils, and the high cost of repeaters. It revealed that most developing nations have a high incidence of repetition of grades, particularly in the first and last grades of primary school. The Ciskei study of percentage of repeaters by year and standard was accomplished through questionnaires and interviews with teachers, principals, and government officials. It revealed that repetition of grades in Ciskei primary schools neither increased nor decreased; incidence of repetition of standards was highest in the higher primary section of schools; more boys than girls tended to repeat; and no direct connection was found between size of school and percentage of repeaters. Factors contributing to repeaters included: irregular attendance, high pupil-teacher ratio, uninterested parents, poverty, lack of facilities, motivation, teaching methods, and inadequate qualifications of teachers. Nine recommendations are provided for possible solution to the problem. (AH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

IN DEO SAPIENTIAE LUX

RC
13-01-83

ED224627

UNIVERSITY OF THE ORANGE FREE STATE

PUPIL REPETITION IN THE PRIMARY SCHOOLS OF CISKEI

H.K. NYIKANA

RESEARCH UNIT FOR EDUCATION SYSTEM PLANNING

HEAD: PROF. D. VERMAAK

BLOEMFONTEIN

JULY 1982

ISBN 0 86886 107 3

This report was submitted as a dissertation for the degree Magister Educationis in the Faculty of Education (Department of the History of Education and Comparative Education) at the University of the Orange Free State, Bloemfontein with supervisors: Prof. D. Vermaak and Dr. C.T. Verwey.

RC 013681

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

D. Vermaak

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☑ Minor changes have been made to improve reproduction quality.

● Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

PREFACE

An important component of the research programme of the Research Unit for Education System Planning is investigations focusing on various aspects of the phenomenon of pupil repetition. It includes special efforts to collect and compile reliable statistics on pupil repetition in the developing states in the South African context. This information is used together with other data to draw cohort models of the flow of pupils in the various education systems. In the absence of a system of compulsory education for all in the education system this becomes a useful method to estimate the outflow of school leavers. During the past six years several preliminary working documents and reports have been compiled.

The study undertaken by Mr. Nyikana, while chief inspector and afterwards Deputy Secretary of Education, comprises a statistical analysis of repeaters in Ciskei primary schools. The views of hundreds of head masters and inspectors of schools on the causes of this phenomenon are also noted. The information which he collected by means of several questionnaires and interviews is a valuable contribution to our knowledge on the problem.

This study was undertaken for a masters degree in Education with myself as supervisor and Dr. C.T. Verwey as co-supervisor.

A special word of thanks to the following people and instances:

- The President of the Republic of Ciskei, Dr. L.L. Sebe, for continuous support and the granting of special study leave to Mr. Nyikana;
- the senior officials, inspectors and head masters for their co-operation;
- the Committee re Development Research of the Department of Co-operation and Development for their financial assistance.

We trust that the recommendations made by Mr. Nyikana will be of practical use to the Department of Education of Ciskei.

D. Vermaak

PROF. D. VERMAAK
HEAD: RESEARCH UNIT FOR EDUCATION SYSTEM PLANNING
JULY 1982

The views expressed in this report are those of the author and not necessarily those of RUEP. All rights reserved. No part of this publication may be used in any way or form or reproduced, by any means, electronic or mechanical, including photocopying, preparation of microfiches, recording, or by any information, storage or retrieval system without the written permission of the instances concerned.

TABLE OF CONTENTS

PAGE

CHAPTER 1 INTRODUCTION 1

1.1 INTRODUCTORY REMARKS 1

1.2 THE PURPOSE OF THE STUDY 2

1.3 THE FIELD OF STUDY 3

1.4 METHODS OF INVESTIGATION 4

- 1.4.1 Literature study 5
- 1.4.2 Questionnaires 5
- 1.4.3 Interviews 6

CHAPTER 2 THE PHENOMENON OF PUPIL REPETITION THROUGHOUT THE WORLD AND THE THEORE= TICAL PERSPECTIVES OF WASTAGE 8

2.1 A FEW GENERAL REMARKS 8

2.2 THE IMPACT OF REPEATERS ON AN EDUCATIONAL SYSTEM 10

2.3 THE INCIDENCE OF REPETITION OF GRADES IN OTHER COUNTRIES 11

2.4 THE INCIDENCE OF PUPIL DROP-OUT 17

2.5 THE THEORETICAL PERSPECTIVES OF WASTAGE 18

- 2.5.1 Educational wastage 19
- 2.5.2 Repetition of grades 20
- 2.5.3 Pupil drop-out 21
- 2.5.4 A cohort representation of pupils flowing through an educational system 21

2.6 CONCLUSION 26

PAGE

CHAPTER 3 A STATISTICAL ANALYSIS OF REPEATERS IN CISKEI PRIMARY SCHOOLS 27

3.1 INTRODUCTORY REMARKS

3.2 STATISTICS ON REPEATERS 1977 TO 1981 27

3.3 REPETITION ACCORDING TO SEX 36

3.4 REPEATERS ACCORDING TO INSPECTION CIRCUIT 43

3.5 REPEATERS ACCORDING TO SIZE OF SCHOOL 45

- 3.5.1 Alice Inspection Circuit 45
- 3.5.2 Hewu Circuit 46
- 3.5.3 Mathole Circuit 47
- 3.5.4 Mdantsane Central 48
- 3.5.5 Mdantsane South East 49
- 3.5.6 Middeldrif Circuit 50
- 3.5.7 Peddie Circuit 51
- 3.5.8 Zwelitsha Circuit 52

3.6 REPEATERS ACCORDING TO PUPIL-TEACHER RATIO 53

- 3.6.1 Alice Circuit 54
- 3.6.2 Hewu Circuit 55
- 3.6.3 Mathole Circuit 58
- 3.6.4 Mdantsane Central Circuit 59
- 3.6.5 Mdantsane South East Circuit 61
- 3.6.6 Middeldrif Circuit 62
- 3.6.7 Peddie Circuit 65
- 3.6.8 Zwelitsha Circuit 67
- 3.6.9 The significance of pupil-teacher ratio 68

PAGE

3.7 THE CONSTRUCTION OF A COHORT MODEL FOR CISKEI PRIMARY SCHOOLS 70

  3.7.1 General remarks 70

  3.7.2 The cohort model as economic efficiency analysis applied to Ciskei 71

  3.7.3 The primary school phase 71

3.8 SUMMARY 83

CHAPTER 4 INTERNAL AND EXTERNAL FACTORS CONTRIBUTING TO PUPIL REPETITION IN DEVELOPING COUNTRIES WITH EMPHASIS ON THE CAUSES IN CISKEI PRIMARY SCHOOLS 84

4.1 GENERAL REMARKS 84

4.2 CAUSES OF REPETITION, PERSPECTIVES IN LITERATURE 85

  4.2.1 A general discussion of some of the internal and external causes 85

  4.2.2 Internal factors, explanatory remarks 93

  4.2.3 External factors, explanatory remarks 99

4.3 INTERNAL AND EXTERNAL FACTORS CONTRIBUTING TO THE PHENOMENON OF PUPIL REPETITION IN CISKEI PRIMARY SCHOOLS 101

PAGE

4.3.1 Causes of repetition given by principals in 1978 101

4.3.2 Causes of repetition given by principals in 1979 106

4.3.3 Causes apparent from interviews with principals and teachers 107

4.3.4 Causes apparent from questionnaire to inspectors of schools 112

4.3.5 Causes apparent from personal interviews with some senior officials 115

4.4 CAUSES REVEALED BY THE STATISTICAL ANALYSIS OF CHAPTER 3 119

4.4.1 General remarks 119

4.4.2 Critical points suggested by repeater statistics on Ciskei primary schools 120

4.4.3 The significance of the statistics on repeaters in Ciskei primary schools 126

4.5 CONCLUSION 127

CHAPTER 5 REMEDIES FOR PUPIL REPETITION IN CISKEI PRIMARY SCHOOLS WITH PARTICULAR EMPHASIS ON IN-SERVICE TRAINING 129

5.1 INTRODUCTION 129

5.2 PROMOTING POSITIVE PARENTAL ATTITUDE 130

5.3 PROVIDING MORE EDUCATIONAL FACILITIES 132

5.4 REDUCING THE PUPIL-TEACHER RATIO 133

PAGE

5.5 IMPLEMENTING REALISTIC AUTOMATIC PROMOTION OF PUPILS 134

5.6 APPLYING COMPULSORY EDUCATION 135

5.7 IMPROVING THE INITIAL TRAINING OF TEACHERS 138

5.8 EXPANDING IN-SERVICE TRAINING OF TEACHERS 141

5.9 TEACHER IN-SERVICE TRAINING: ANALYSIS AND STRUCTURE SUGGESTIONS 144

5.9.1 The goals and functions of in-service training 144

5.9.2 The management and control of in-service training 146

5.9.3 A few principles governing in-service training of teachers 147

5.9.4 The scope and levels of in-service training in Ciskei 151

5.9.5 Types and methods of in-service training in Ciskei 152

5.9.6 Possible structure of in-service training in Ciskei 153

5.10 CONCLUSION 158

CHAPTER 6 CONCLUSIONS AND RECOMMENDATIONS 160

APPENDICES A - D 166

BIBLIOGRAPHY 190

INTERVIEWS 201

LIST OF TABLES PAGE

2.1 KWAZULU: COST OF REPEATERS, 1979 9
2.2 LESOTHO: SCHOOL REPEATERS AS A PERCENTAGE OF TOTAL PRIMARY SCHOOL ENROLMENT ACCORDING TO CLASS AND YEAR, 1967 12
2.3 PERU: REPETITION RATES ACCORDING TO GRADE (DAY AND NIGHT SCHOLARS), 1970 (PERCENTAGES) 13
2.4 RANGE AND MEDIAN PERCENTAGE OF PUPIL REPETITION FOR 1ST AND LAST GRADES, 1966/1967 15
2.5 SOUTHERN AFRICAN COUNTRIES: PERCENTAGE OF PUPIL REPETITION 16
2.6 ESTIMATED PRIMARY SCHOOL DROP-OUTS IN CERTAIN DEVELOPING COUNTRIES (PERCENTAGES) 17
2.7 DROP-OUT FIGURES FOR THE FIRST YEAR OF PRIMARY SCHOOL IN WESTERN NIGERIA, 1959 TO 1964 18

3.1 CISKEI: STANDARDS WITH HIGH PERCENTAGE REPEATERS, 1977-1980 35
3.2 CISKEI: PERCENTAGE REPEATERS ACCORDING TO ENROLMENT AND SEX, 1977-1981 36
3.3 CISKEI: PERCENTAGE REPEATERS PER INSPECTION CIRCUIT, BOYS AND GIRLS, 1977 38
3.4 CISKEI: STANDARDS IN WHICH MORE GIRLS THAN BOYS REPEATED, 1977 39
3.5 CISKEI: PERCENTAGE REPEATERS PER INSPECTION CIRCUIT, BOYS AND GIRLS, 1978 40
3.6 CISKEI: NUMBER AND PERCENTAGE REPEATERS PER CIRCUIT, BOYS AND GIRLS, 1979 41

PAGE

3. 7 CISKEI: NUMBER AND PERCENTAGE REPEATERS PER CIRCUIT, BOYS AND GIRLS, 1980 42
3. 8 CISKEI: PERCENTAGE REPEATERS PER INSPECTION CIRCUIT, 1977-1980 43
3. 9 CISKEI: AVERAGE PERCENTAGES OF REPEATERS ACCORDING TO SEVERITY, 1977, 1978 AND 1979 44
3.10 CISKEI: ALICE SCHOOLS WITH HIGH PERCENTAGES OF REPEATERS, 1978 45
3.11 CISKEI: HEWU SCHOOLS WITH HIGH AND LOW PERCENTAGES OF REPEATERS, 1978 46
3.12 CISKEI: MATHOLE SCHOOLS WITH HIGH AND LOW PERCENTAGES OF REPEATERS, 1978 48
3.13 CISKEI: MDANTSANE SOUTH EAST SCHOOLS WITH HIGH AND LOW PERCENTAGES OF REPEATERS, 1978 49
3.14 CISKEI: MIDDLEDRIFT SCHOOLS WITH HIGH AND LOW PERCENTAGES OF REPEATERS, 1978 50
3.15 CISKEI: PEDDIE SCHOOLS WITH HIGH AND LOW PERCENTAGES OF REPEATERS, 1978 51
3.16 CISKEI: ZWELITSHA SCHOOLS WITH HIGH AND LOW PERCENTAGES OF REPEATERS, 1978 52
3.17 CISKEI: ALICE CIRCUIT, PERCENTAGE REPEATERS ACCORDING TO PUPIL-TEACHER RATIO, 1978 54
3.18 CISKEI: HEWU CIRCUIT, PERCENTAGE REPEATERS ACCORDING TO PUPIL-TEACHER RATIO, 1978 55
3.19 CISKEI: HEWU CIRCUIT, SCHOOLS WITH LOW PUPIL-TEACHER RATIO, 1978 56

PAGE

3.20 CISKEI: HEWU CIRCUIT, SCHOOLS WITH HIGH PERCENTAGE REPEATERS, 1978 57

3.21 CISKEI: MATHOLE CIRCUIT, SCHOOLS WITH HIGH PERCENTAGE REPEATERS, 1978 58

3.22 CISKEI: MDANTSANE CENTRAL CIRCUIT, PERCENTAGE REPEATERS ACCORDING TO PUPIL-TEACHER RATIO, 1978 60

3.23 CISKEI: MDANTSANE SOUTH EAST CIRCUIT, PER=CENTAGE REPEATERS ACCORDING TO PUPIL-TEACHER RATIO, 1978 61

3.24 CISKEI: MIDDELDRIF CIRCUIT, PERCENTAGE REPEATERS ACCORDING TO PUPIL-TEACHER RATIO, 1978 63

3.25 CISKEI: MIDDELDRIF CIRCUIT, SCHOOLS WITH HIGH AND LOW PERCENTAGES OF REPEATERS, 1978 64

3.26 CISKEI: PEDDIE CIRCUIT, PERCENTAGE REPEATERS ACCORDING TO PUPIL-TEACHER RATIO, 1978 65

3.27 CISKEI: ZWELITSHA CIRCUIT, PERCENTAGE REPEATERS ACCORDING TO PUPIL-TEACHER RATIO, 1978 67

3.28 CISKEI: ENROLMENT ACCORDING TO STANDARDS IN CISKEI PRIMARY SCHOOLS (BOYS ONLY), 1975-1981 73

3.29 CISKEI: ENROLMENTS, REPEATERS, PROMOTIONS AND DROP-OUTS WITH ADJUSTED RATES (BOYS ONLY), 1975-1981 74

3.30 ECONOMIC EFFICIENCY ANALYSIS 82

PAGE

4.1 REASONS FOR PUPIL REPETITION, GATHERED FROM LITERATURE 92

4.2 CISKEI: CAUSES OF REPETITION GIVEN BY PRINCIPALS, 1978 102

4.3 CISKEI: PRINCIPALS' EXPLANATIONS FOR IRREGULAR ATTENDANCE, 1978 103

4.4 CISKEI: EXTERNAL FACTORS GIVEN BY PRINCIPALS IN QUESTIONNAIRE, 1978 104

4.5 CISKEI: INTERNAL FACTORS GIVEN BY PRINCIPALS IN QUESTIONNAIRE, 1978 105

4.6 CISKEI: CAUSES GIVEN BY PRINCIPALS IN QUESTIONNAIRE, 1979 106

4.7 CISKEI: CAUSES GIVEN BY PRINCIPALS IN PERSONAL INTERVIEWS, 1978 AND 1979 108

4.8 CISKEI: CAUSES GIVEN BY ASSISTANT TEACHERS IN PERSONAL INTERVIEWS, 1978 TO 1979 111

4.9 CISKEI: REASONS GIVEN BY INSPECTORS OF SCHOOLS IN QUESTIONNAIRE, 1980 114

4.10 CISKEI: PERCENTAGE REPEATERS SSA TO SSB, 1977 TO 1979 120

4.11 CISKEI: PERCENTAGE REPEATERS STANDARDS 2 AND 3, 1977 TO 1979 121

4.12 CISKEI: REPEATERS ACCORDING TO SEX AND STANDARD, SSA TO STANDARD 5, 1977 TO 1980 123

PAGE

5.1 CISKEI: THE ACADEMIC QUALIFICATIONS OF PRIMARY SCHOOL TEACHERS, 1978 142

LIST OF FIGURES PAGE

2.1 A SIMPLIFIED COHORT ILLUSTRATING THE FLOW OF PUPILS THROUGH 4 GRADES 22
2.2 AN ILLUSTRATION OF REPEATERS AND DROP-OUTS IN A COHORT DIAGRAM 23
2.3 COLOMBIA: COHORT OF 1 000 PUPILS RECEIVING 5 YEARS OF EDUCATION, 1960 TO 1967 24
2.4 A YEAR-BY-YEAR AND GRADE-BY-GRADE COHORT 25
3.1 CISKEI: TOTAL PERCENTAGE REPEATERS, 1977 TO 1981 29
3.2 CISKEI: PERCENTAGE REPEATERS, 1977 30
3.3 CISKEI: PERCENTAGE REPEATERS, 1978 31
3.4 CISKEI: PERCENTAGE REPEATERS, 1979 32
3.5 CISKEI: PERCENTAGE REPEATERS, 1980 33
3.6 CISKEI: PERCENTAGE REPEATERS PER STANDARD, 1981 34
3.7 CISKEI: ENROLMENT, REPEATERS, PROMOTIONS AND DROP-OUTS IN PRIMARY SCHOOLS (BOYS ONLY), 1975-1981 75
3.8 CISKEI: THE FLOW OF PRIMARY SCHOOL PUPILS (BOYS ONLY) WITH RATES, 1975-1981 76
3.9 CISKEI: FLOW OF A COHORT OF 1 000 PUPILS (BOYS ONLY), 1975-1985 79
3.10 CISKEI: THE DEVELOPMENT OF THE COHORT OF 1 000 BOYS 80

CHAPTER 1: INTRODUCTION

1.1 INTRODUCTORY REMARKS

In general the phenomenon of wastage in education is common to all developing countries, including those in Southern Africa, Africa, South East Asia and Latin America. This serious problem is therefore typical of all developing countries and Ciskei is no exception. It is important to note that the problem of wastage has two important components, viz., drop-outs and repeaters.

It is imperative that education authorities realise that pupil repetition is in fact a form of wastage that has to be eliminated where possible. Unfortunately it has to be conceded that most educationists who occupy decision-making positions today, regard pupil repetition as normal. This is so because they themselves are products of educational systems that regard pupil failure and repetition as normal.

In-depth studies on wastage have been carried out outside South Africa especially by Unesco (IBE, 1972, p. 13) which sent out a special questionnaire on this problem in 1969 and completed several reports thereafter. Since the Unesco investigation does not include the developing states in the South African context it became important that a local research institution should undertake such research. The Research Unit for Education System Planning (RUEP) of the University of the Orange Free State realised this need. As a result of its existing contact and research programme, in conjunction with the educational departments of most of the South African developing states RUEP decided to undertake a research programme on the wastage in education of pupils*. Local researchers of the states were invited to participate. The Department of Education of Ciskei decided to participate in this programme and the researcher accepted the invitation to undertake research on the phenomenon of repetition in the primary schools of Ciskei.

1.2 THE PURPOSE OF THE STUDY

By conducting a thorough study of the phenomenon of pupils repeating standards in Ciskei primary schools, this study seeks to determine how efficiently the educational system functions. It is, however, also the intention that this research should be of practical value to the education authorities of Ciskei by ultimately presenting them with concrete ways and means (remedies) of improving the quality of education both in the short and in the long term.

Briefly, the purpose of this study is:

- to give theoretical perspectives on the phenomenon of wastage in general. This theoretical background is intended to give a broader view of the problem so that a clearer understanding may be gained of the phenomenon as it exists in Ciskei:
- to collect, interpret and analyse statistics on the phenomenon of repeaters in the primary schools of Ciskei. It will be a thorough analysis of the statistics on repeaters. Deficiencies in the school

---

* C.T. Verwey completed a study on educational wastage: Enkele ekonomiese aspekte van onderwysverspilling in ontwikkelende lande. 'n Studie toegespits op 'n aantal Suider-Afrikaanse State, and also S.B.Mdluli: A description of the educational system of Kwazulu with emphasis on pupil repetition.

system will be identified. The statistics should, amongst other things, clearly identify those standards, schools and possibly inspection circuits in which the repeater rate is relatively high or low;

- to collect information on the factors that influence pupil repetition in Ciskei primary schools;
- to suggest a few important remedies for the phenomenon of pupil repetition in Ciskei primary schools, paying special attention to the in-service training of teachers;
- to make the study of value for educational system planning in Ciskei;
- indirectly, to show the tremendous value of primary school education in a developing state, a fact that does not seem to be realized by some educationists.

The distinctive role played by primary school education comes out clearly in educational research which has found that about 33 per cent of the child's cognitive development at 18 years of age is based on what he learnt during the first six years and 42 per cent is based on what he has learnt by the age of 13 years (UNESCO, 1973, Bulletin No. 14, p. XL). A realization of the importance of primary school education will combat the common tendency to regard primary education as merely a bridge to the more important secondary education. Normally insufficient attention is paid to the lower classes in the erroneous belief that the deficiencies will be remedied in the higher standards.

1.3 THE FIELD OF STUDY

From the very outset it must be stated that this study will not cover the whole educational system of Ciskei. It is not intended to be a complete situational descrip=

tion of the educational system of Ciskei. The study covers all primary schools in Ciskei during the years 1977 to 1981. This means that statistics for these five years have been collected and collated.

This study confines itself to an in-depth investigation of the phenomenon of repeaters as part of wastage. The other aspect of wastage i.e. drop-outs, is only dealt with briefly. Repeaters can be easily quantified since they are inside the educational system whereas drop-outs are outside the system. Moreover positive suggestions on repeaters can be easily implemented by education authorities and teachers whilst it is very difficult to deal with drop-outs.

In concentrating on repeaters, this study, in effect, concerns itself with the flow of pupils through the educational system. If the flow is not smooth, or if it is hindered, then the study seeks to determine why. The scope of the study is the collection of statistics on repeaters from each primary school in Ciskei. Repeaters are calculated by standard as well as sex.

The study does not seek the views and opinions of children and parents on the phenomenon of pupil repetition. It however seeks the views of the officials belonging to the top structure of the Department of Education of Ciskei as well as those of teachers, principals and school inspectors.

1.4 METHODS OF INVESTIGATION

What should be borne in mind is that solutions and remedies for the problems can not be found unless the problem has been identified, quantified and analysed. To achieve this, the following steps were taken:

1.4.1 Literature study

For a better insight into the phenomenon of repeaters in the schools of Ciskei, the researcher conducted a literature study on the subject in various developing countries in Africa, Asia and Latin America. Although the Ciskei educational situation can never be exactly compared with these developing countries, the researcher felt that the literature study would provide the necessary background information on this world-wide phenomenon.

With reference to the situation in Ciskei all published and unpublished reports of the Department of Education containing educational statistics were studied. The same applies to the reports on educational statistics of the Research Unit for Education System Planning.

1.4.2 Questionnaires

The research for this study was mainly conducted by means of questionnaires. One questionnaire was sent out to all principals of Ciskei primary schools for three consecutive years, 1977 to 1979. In these questionnaires principals were required to write down the enrolment in each primary standard by sex, as well as the repeaters. In the same questionnaire there was an optional question on the causes of and remedies for the phenomenon of pupil repetition (see Appendix A). These questionnaires were collated and analysed in order to produce statistics of primary school standard repetition. The reasons given by principals of schools were tabulated and analysed to determine the full spectrum, as well as the frequency, of the various factors put forward by the principals.

In 1980 and 1981 the Research Unit for Education System Planning of the University of the Orange Free State sent out a questionnaire on repeaters to all circuit offices in the Department of Education of Ciskei. This questionnaire on repeaters included the post-primary schools. The researcher used the information gleaned from this larger questionnaire to compile statistics on repeaters in Ciskei primary schools for the years 1980 and 1981.

In 1979 a pilot questionnaire was sent out by the researcher to the inspectorate of Ciskei. The inspectors were requested to rank some reasons given for repetition in order of importance. The amended questionnaire was sent to the inspectorate in 1980.

1.4.3 Interviews

Personal interviews were carried out extensively with teachers, principals, inspectors and a few senior government officials.

The purpose of these personal interviews was:

- to determine how closely the views of those interviewed correlated with the reactions received from principals by way of the returned questionnaire;
- to determine whether in personal interviews the principals would give any new and extra information regarding the phenomenon of pupil repetition.

The personal interviews with teachers and principals were held in only two circuits, viz. Zwelitsha Circuit which is rural and Mdantsane Central Circuit which is urban, i.e. situated in Mdantsane township adjacent to the city of East London where the overwhelming majority of the children's parents work. In the interviews, the researcher did not ask leading questions. The common question posed was: "What do you think is the cause of the phenomenon of repeaters in your school?" A discussion usually developed which generally included reference to factors influencing the phenomenon of repetition of specific standards.

Interviews with inspectors were carried out in a similar fashion. Only a few inspectors and senior government officials were contacted.

In addition to the interviews with persons involved in the educational system two other interviews were held with persons outside the system. One was a senior lecturer in Empirical Education in the Faculty of Education at the University of Fort Hare. The researcher selected him because he once was a teacher in Ciskei. His M.Ed. thesis centred on the handicapped child in Ciskei schools. The views of an educationist of that calibre are bound to be well-considered and well-thought-out. One chief was interviewed because of his educational background. He holds a B.Ed. degree through the University of Cape Town and was at one time Minister of Education of Ciskei. Moreover he is a recognised Xhosa ethnologist. It was anticipated that these interviews might give a new and different dimension to the phenomenon of repeaters in our schools.

CHAPTER 2

THE PHENOMENON OF PUPIL REPETITION THROUGHOUT THE WORLD AND THE THEORETICAL PERSPECTIVES OF WASTAGE

2.1 A FEW GENERAL REMARKS

The problem of repetition, though serious and enormous, has proceeded unnoticed and unrecognizable in many developing countries, because of the lack of statistics on the matter. This problem is not peculiar to Ciskei, but is to be found in many countries in South Africa and the entire Third World. Even in some developed countries the phenomenon of repetition still exists.

There are assumptions about learning, which underlie the idea of repetition of grades (standards)*. For instance, it is assumed that a given study programme for children can be successfully mastered in a specified period of time; that a teacher or examiner can determine accurately the standard of knowledge that pupils must reach in order to pass on to the next class; that those pupils who do not attain this level can only be helped by repeating the unsatisfactory year's work as a whole (Brimer and Pauli, 1971, p. 18). Thus a child's educational career may depend upon a set of factors, the majority of which are arbitrary.

---

*The terms substandard and standard are used in the South African context, whereas the term grade is used when referring to other countries.

Repetition, as a component of wastage, is an uneconomic use of resources in that the same pupil occupies the same desk that he used the previous year, uses the same books, and is taught by the same teacher who taught him the previous year. In short, the pupil is using resources that should have been utilized by a new and different child. What is worse, is that this same pupil may not do better than he did the previous year (McGinn and Davis, 1969, p. 113).

Education departments spend huge sums of money on repeaters alone. These funds are usually taken from budgets that are inadequate for the needs of education. For instance, in KwaZulu expenditure on repeaters has been calculated as follows:

TABLE 2.1 KWAZULU: COST OF REPEATERS, 1979

Total educational expenditure	:	R39 463 400
Total pupil enrolment	:	817 799
Cost per pupil	:	R48,00
No. of repeaters	:	103 942
Cost of repeaters	:	103 942 X 48
	=	R 4 989 216

SOURCE: Mdluli, 1980, p. 199.

Thus it can be seen that close on R5 000 000,00 was spent on repeaters alone in KwaZulu during 1979. This money is taken from a budget that cannot be said to be sufficient for the educational needs of KwaZulu.

2.2 THE IMPACT OF REPEATERS ON AN EDUCATIONAL SYSTEM

A high rate of repetition in any educational system reflects negatively on the efficiency and effec= tiveness of that system, implying that the system is both inefficient and uneconomic. In Lesotho the large num= bers of repeaters result in large classes of up to 160 pupils in some cases. In other cases there are unma= nageable situations where six classes are accommodated in one classroom (Williams, J.C., 1971, p. 6). Because of the shortage of teachers the high proportion of repeat= ers in a school has a tremendous effect on the pupil-teacher ratio. Without repeaters the pupil-teacher ratio would probably drop to a manageable size.

Another bad effect of a high rate of repetition of grades was highlighted by McGinn and Davis (1969, p. 95) in their study of the education system in Ciudad Guayana where they found that a high rate of repetition resulted in a high drop-out rate in a school. Naturally pupils who repeat grades would tend to dislike the school and therefore find it easy to leave school.

The negative psychological effects of the presence of re= peaters have been substantiated by Court and Ghai (1974, p. 136), who found that in Kenya repeaters in a school tended to demoralize the fresh group of pupils. Dumazedier (1972, p. 36) also emphasises that repetition in= volves a high cost in economic and psychological terms.

Another unfortunate aspect of repetition has been ob= served by Hunt (1973, p. 488) and Dumazedier (1972, p. 36). The former observed in Australia that the cost of repetition was especially severe for pupils from the lower income groups. He also supports the view that repetition primarily affects the socially underprivileged. Perhaps that is why this phenomenon of repetition of grades is so widespread in developing countries whose economic development limits the standard of living.

Unless statistics on repeaters are compiled in such a way as to make it possible to spell out the exact situation, Jolly (1967, p. 91) is probably right when he states that repetition has a tendency of exaggerating the general impression of both the apparent proportion of pupils who continue and the apparent proportion of pupils who drop out. This exaggeration of what should be a factual situation tends to confuse education planners.

Some educationists object to repetition of grades on the grounds that it is based on examination marks and tests of which the reliability and validity have not been ascertained. That is why McGinn and Davis (1969, p. 113) contend that examination systems make many "false positive errors" by letting children who would fail later on pass in earlier years. McGinn and Davis (1969, p. 113) also maintain that examinations can make "false negative errors" by holding back children who apparently are able to successfully meet the requirements of the upper grades. They are referring to children who fail in the lower grades but do well in the upper grades or do even better than those who passed the earlier grades.

2.3 THE INCIDENCE OF REPETITION OF GRADES IN OTHER COUNTRIES

As has been seen in 2.2 above, the occurrence of the phenomenon of repetition is world-wide. Statistics on the phenomenon have been collected in several countries. In nearby Lesotho J.C. Williams (1971, p. 10) gives the figures in Table 2.2

TABLE 2.2 LESOTHO: SCHOOL REPEATERS AS A PERCENTAGE OF TOTAL PRIMARY SCHOOL ENROLMENT ACCORDING TO CLASS AND YEAR, 1964 AND 1967

Year	Grade A	Grade B	Std.1	Std.2	Std.3	Std.4	Std.5
1964	28	21	33	30	35	42	41
1967	32	25	35	27	33	38	36

SOURCE: Williams, J.C., 1971, p. 10.

In analysing the above statistics J.C. Williams (1971, p. 10) raises the point that a third of the pupils in each class are repeaters. Without this large number of repeaters in each class the pupil-teacher ratio would be reduced to a manageable size. It should be noted that the tendency of the percentage of repeaters for these two years in Lesotho is to increase from Substandard A to Standard 5 and that in both years Standard 4 had the highest percentage of repeaters (42 per cent in 1964, and 38 per cent in 1967).

The following are the repetition rates for Peru. Note that the repetition rate decreases from 18,9 per cent in the first grade of the day school to 5,8 per cent in the fifth grade. The incidence of repetition is highest in the lower classes (see Table 2.3).

TABLE 2.3 PERU: REPETITION RATES ACCORDING TO GRADE (DAY AND NIGHT SCHOLARS), 1970 (PERCENTAGES)

School	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Day School	18,9	13,4	12,7	9,8	5,8
Night School	7,7	8,5	9,0	7,9	6,2

SOURCE: Hay, 1976, p. 51.

The incidence of pupil repetition at the night schools of Peru was much lower than at the day schools. Amongst the reasons that Hay (1976, p. 50) gives for this high rate of repetition is the difficulty of adaptation to school-going. That is probably why the lower classes have a higher rate of repetition.

In Thailand 48 per cent of children who enter the first grade repeat grades (Sudaprasert, 1973, p. 183-184). Although the repeater rates in grades 1 to 4 have been decreasing in the past few years they are still significant. For example in 1961, 32 per cent of the pupils in the first grade were repeaters but by 1971 the percentage had decreased to 16 per cent. A study of repeaters in Thailand in 1965 showed that 50 per cent were in the first grade; 25 per cent in the second; 18 per cent in the third and 7 per cent in the fourth (Sudaprasert, 1973, p. 184). A follow-up study in 1971 yielded similar figures showing that no improvement had taken place. The phenomenon of repeaters in Thailand is largely attributed to a shortage of teachers and lack of classrooms and teaching aids (Sudaprasert, 1973,

p. 184).

Statistics for Benin* have been collected by Berstecher (1972, p. 80) from 1961 to 1966 (see Table B.1 in the appendix). Looking at this table it is apparent that for the six years 1962 to 1967 the pupil repetition rates for Benin were lowest in Grade 1 (13,9 per cent in 1961 to 1962 and 12,7 per cent in 1966 to 1967). For Grade 6 it was 26,5 per cent in 1961 to 1962 and 39,7 per cent in 1966 to 1967. It should also be noted that the phenomenon of repetition has increased and not decreased during these years. The last grade has a particularly high rate of repetition. The question arises if this is because of a rigid examination system.

Berstecher (1972, p. 80) collected statistics on repeaters for Ecuador as well (see Table B.1 in appendix). Unlike in Benin the repeater statistics of Ecuador reveal that the phenomenon is acute in Grade 1 for all the years and comparatively less pronounced in the final Grade 6. Through all those years under study the percentage decreased progressively. For instance for 1961 to 1962 the repetition rate for Grade 1 was 25,2 per cent whilst by 1966 to 1967 it had been reduced to 11,4 per cent in Grade 1. In 1961 to 1962 the repetition in Grade 6 was 12,0 per cent and by 1966 to 1967 it had decreased considerably to a mere 2,4 per cent. It may be said that in Ecuador the repetition rates have been markedly reduced through the years.

---

*Benin is the new name for Dahomey.

The Unesco Office of Statistics (1972, pp. 17-20) has compiled statistics from some countries in Africa, Latin America, Asia and Europe (see Table 1-6 in Appendix B). From these statistics, taking the first and last grades, it is possible to calculate the range and median of the percentage of pupil repetition for each group of countries as follows (Unesco, IBE, 1972, p. 20):

TABLE 2.4 RANGE AND MEDIAN PERCENTAGE OF PUPIL REPETITION FOR 1ST AND LAST GRADES, 1966/1967

Region	First grade		Last grade	
	Range	Median	Range	Median
Africa	10,5-48,8	25,7	19,7-54,0	40,7
Latin America	18,5-35,2	26,6	1,7-11,6	5,3
Asia	13,7-28,8	16,0	6,4-14,9	10,3
Europe	8,0-33,5	10,4	0,5-18,3	3,6

SOURCE: Unesco, IBE, 1972, p. 20.

The above table indicates that the Latin American countries have the highest average percentage of pupil repetition (26,6 per cent) in the first grade, followed by Africa (25,7 per cent), Asia (16,0 per cent) and lastly Europe (10,4 per cent). This high incidence of pupil repetition in the first grade may be attributed to several factors, one being the cultural discontinuities that may exist between the home life and the school life. In many developing countries school beginners come to school to find that what they learn has no relation at all to their home life and therefore they find school life strange and foreign. In that situation learning becomes difficult and children in such circumstances can easily fail and repeat the first grade.

In the final primary school grade Africa has the highest incidence of repetition (40,7 per cent) followed by Asia (10,3 per cent), Latin America (5,3 per cent) and Europe (3,6 per cent). The influence and contribution of examinations at the end of the first level of education towards this phenomenon may not be ignored. For one thing, most of Africa is still steeped in colonial educational systems whose stringent examination policies were geared to produce an elite (Unesco,IBE, 1972, p. 20).

For the purpose of comparison in the Southern African context, Table 2.5 is included. It indicates the magnitude of pupil repetition in Lesotho, KwaZulu, Lebowa, Transkei and Qwaqwa.

TABLE 2.5 SOUTHERN AFRICAN COUNTRIES: PERCENTAGE OF PUPIL REPETITION

Country	Year	A	B	1	2	3	4	5
Lesotho	1976	10,0	6,5	5,3	3,2	2,9	2,2	8,4
KwaZulu	1978	18,5	13,3	13,4	10,9	12,5	10,6	16,2
Lebowa	1977	17,6	15,3	18,3	13,5	14,7	12,8	16,4
Transkei	1977	9,7	10,4	13,6	12,7	15,4	13,2	11,0
Qwaqwa	1978	19,1	14,2	10,8	6,4	10,6	5.7	10,5

SOURCE: Verwey, 1979b, p. 13

The above table indicates several tendencies of the phenomenon of pupil repetition in these countries. A common tendency is that the incidence of repeaters is the highest in Substandards/grades A and B, and Standard 5. Statistics of Lesotho are interesting in that the percentage of repetition is highest in Grade A (10,0 per cent) and decreases gradually until it is 2,2 per cent in Grade 4, but rises again to 8,4 per cent in Grade 5. Transkei's rate of repetition reveals the opposite tendency. In Substandard A the percentage is 9,7 per cent and in Standard 5 the percentage of repetition is 11,0 per cent.

2.4 THE INCIDENCE OF PUPIL DROP-OUT

In developing countries pupils with very little schooling tend to leave school at a fairly high rate. Table 2.6 indicates the extent of this phenomenon in several African, Asian and Latin American countries.

TABLE 2.6 ESTIMATED PRIMARY SCHOOL DROP-OUTS IN CERTAIN DEVELOPING COUNTRIES (PERCENTAGES)

Countries	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Africa					
Central African Rep.	21,8	11,7	9,6	7,1	8,0
Dahomey	24,8	12,8	10,7	11,0	5,7
Madagascar	18,1	10,6	13,6	23,4	9,2
Niger	12,6	4,8	12,0	5,0	11,9
Togo	3,1	1,9	1,0	2,0	10,9
Upper Volta	19,2	17,3	7,3	16,7	8,2
Asia					
Afghanistan	4,0	1,5	2,0	7,0	4,0
Ceylon - Urban	15,6	7,5	9,7	10,6	8,1
- Rural	17,4	11,4	11,7	12,8	9,8
Philippines	9,2	6,8	7,6	10,0	8,5
Thailand	12,0	5,0	6,0	-	6,0
Latin America					
Argentina	13,4	5,6	7,6	10,0	10,1
Costa Rica	7,1	10,7	10,6	11,5	10,7

SOURCE: Coombs, 1968, p. 72

The above facts reveal the brutal and inescapable fact that money spent by a state on drop-outs in primary schools is wasted because they leave before obtaining functional literacy (Castle, 1966, p. 169).

Phillips (1975, p. 56) analysed drop-out figures for the first year of primary school in Western Nigeria (see Table 2.7).

TABLE 2.7 DROP-OUT FIGURES FOR THE FIRST YEAR OF PRIMARY SCHOOL IN WESTERN NIGERIA, 1959 TO 1964

Year	Total enrolment	Drop-outs	Percentage
1959	161 255	33 463	20,7
1960	169 601	34,304	20,3
1961	179 239	42 023	23,5
1962	176 684	41 178	23,3
1963	178 604	39 802	22,3
1964	186 402	47 002	25,2

SOURCE: Phillips, 1975, p. 56.

2.5 THE THEORETICAL PERSPECTIVES OF WASTAGE

For a proper understanding of the phenomenon of pupil repetition repeaters must firstly be viewed in their broader context as part of the all-embracing phenomenon of wastage in education. Secondly repetition must be seen as a phenomenon that interferes with the normal flow of pupils through a system of education. It thus becomes of vital importance in this study to provide the proper perspective for a clearer understanding of the phenomenon of repetition by giving brief definitions of the terms, formulas and the model that have been used in the research.

2.5.1 Educational wastage

For a conception of educational wastage this study will rely heavily on Brimer and Pauli (1971, pp. 9-13) who say that education is the world's largest business. What are wasted are human learning, school buildings and equipment and the labour of teachers. Wastage takes place when educational systems do not achieve their objectives. When pupils fail or repeat grades, or drop out and/or become unemployable school leavers, then wastage has occurred.

Wastage in education may, therefore, exist in the following forms:

- "In the failure of a system to provide universal education;
- In the failure to recruit children into the system;
- In the failure to hold children within the system;
- In the failure of the system to set appropriate objectives;
- In inefficiency in the achievement of objectives."

(Brimer and Pauli, 1971, p. 9).

If some children do not receive universal education, then that implies that there has been a wastage of human resources because those children remain undeveloped. The national aim is to keep all children in a particular cycle until the objectives of that cycle have been satisfied. If that does not happen, then wastage takes place. The most important components of wastage are pupils dropping out and pupils repeating grades.

This study has chosen to concentrate on the last form of wastage i.e. "inefficiency in the achievement of objectives". When a child is sent to school the objectives of the parents together with that of the educational system are that he should go through all the grades until a certain level of education has been achieved. There is a given space of time which must be taken to go through these grades. Repetition of the grades means that these objectives have not been achieved.

2.5.2 Repetition of grades

Brimer and Pauli (1971, p. 18) and Unesco,IBE (1972, p. 16) define repetition of grades as "a year spent by a pupil in the same grade and doing the same work as in the previous year."

What has been wasted in repetition is the first year's investment and the pupil's investment of himself. There is wastage even in the second year, in the unnecessary duplication of educational resources and pupil's time, and the reduction of the pupil's motivation to learn for the future (Brimer and Pauli, 1971, p. 12). In short, the repeater uses equipment and facilities that should have been used by some other pupil.

The above definition applies to repetition and not to a "repeater" who may be involved in the act of repetition more than once.

2.5.3 Pupil drop-out

According to Brimer (1973, p. 9) a drop-out is a pupil who leaves school before the end of the final year of the stage in which he is enrolled whether that stage be primary school or a short or long form of secondary schooling. Brimer and Pauli (1971, p. 15) concur with Brimer (1973, p. 9) but add that drop-out is the most convenient event to observe in identifying the failure of an educational system to keep children within the system. Dropping out is therefore associated with the holding power of schools.

2.5.4 A cohort representation of pupils flowing through an educational system

A true comprehension of the phenomenon of pupils repeating grades is further clarified by means of the use of a cohort diagram. This diagram shows the flow of pupils in the educational system; i.e., the flow out of the system into the economy of the country as well as the flow through the educational system.

It is necessary to give a description of some of the terms that are used in connection with the cohort diagram. For instance a cohort model is a representation of a group of pupils who begin schooling in one year, usually SSA, and move through the standards right up to the end of the final standard of the school system.

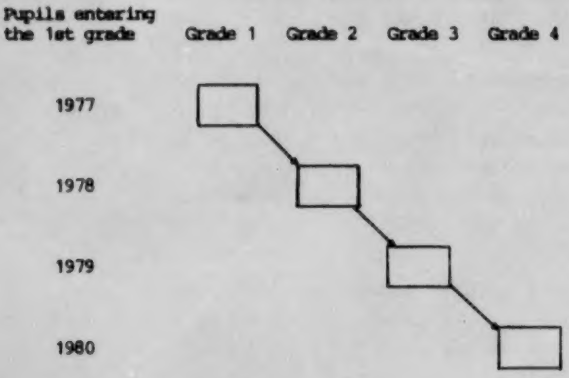
The value of a cohort diagram lies in the fact that it shows what happens to a group of pupils at the end of each year. It therefore indicates:

- the flow of those pupils who pass their grade and continue to the next grade the next year;

- those pupils who fail to pass their grades;
- those pupils who fail and repeat the same grade the following year - they are the repeaters;
- those pupils who leave the school - they are the drop-outs.

These movements in and out of an educational system are illustrated by means of a cohort diagram (see Fig. 2.1).

FIG. 2.1 A SIMPLIFIED COHORT ILLUSTRATING THE FLOW OF PUPILS THROUGH 4 GRADES


Pupils entering the 1st grade
Grade 1
Grade 2
Grade 3
Grade 4
1977
1978
1979
1980

SOURCE: Verwey, 1978, p. 6.

The flow diagram of pupils through grades shown in Fig. 2.1 above is one with no failures, drop-outs and repeaters from 1977 to 1980. That is very rare in developing countries because when pupils flow from one grade to the next grade in those countries it is typical that wastage of pupils occurs. The various forms of wastage are pupils dropping out and pupils repeating their grades. In this way the original number of pupils who enter the first grade of schooling changes continuously.

FIG. 2.2 AN ILLUSTRATION OF REPEATERS AND DROP-OUTS IN A COHORT DIAGRAM

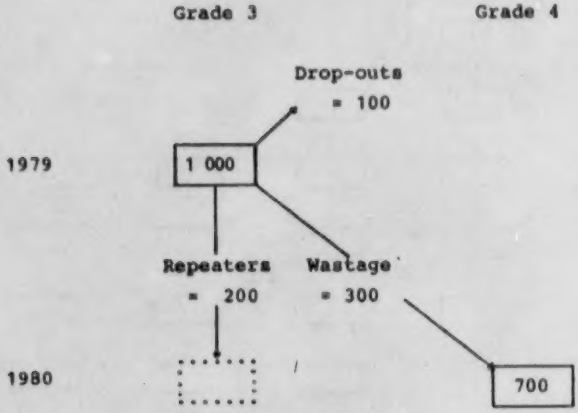
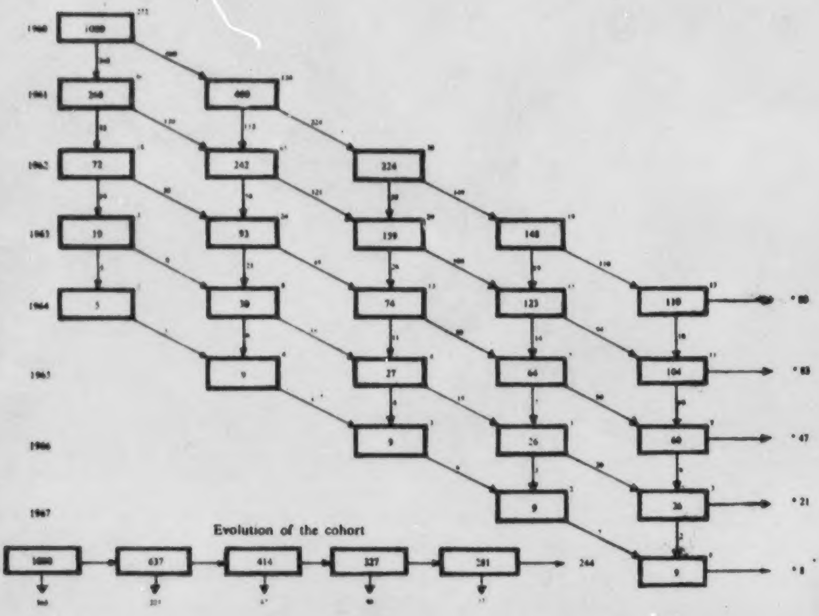


Figure 2.2 is an illustration of a Grade 3 class with 1 000 pupils at the beginning of 1979. At the end of 1979 100 pupils left school (dropped out) and 200 of the pupils who failed Grade 3 stayed at school and repeated Grade 3. During 1980 the total wastage of pupils in Grade 3 was therefore 300. Only 700 pupils proceeded to Grade 4.

A cohort can also indicate what happens to a specific group of pupils during several years of schooling. The following diagram is an example of a cohort drawn by Unesco (1972, p. 57) to illustrate the flow of 1 000 pupils in Colombia who entered school at the beginning of 1960 and received 5 years of schooling thereafter.

FIG. 2.3 COLOMBIA: COHORT OF 1 000 PUPILS RECEIVING 5 YEARS OF EDUCATION, 1960 TO 1967


1960
1961
1962
1963
1964
1965
1966
1967
1000
600
72
242
224
19
93
159
148
5
30
74
123
110
9
27
66
104
9
26
60
9
9
*47
*21
Evolution of the cohort
1000
637
414
327
281
244

SOURCE: Unesco, 1972, p. 57.

From this cohort the following can be derived:

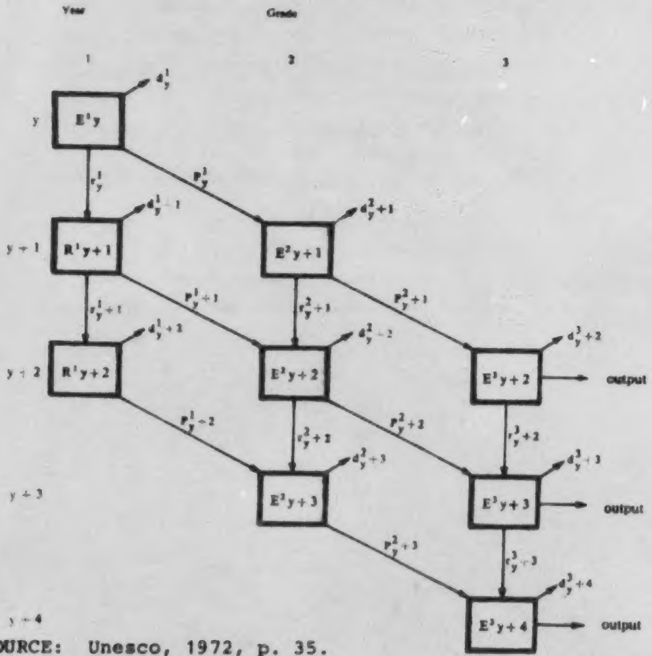
- only 110 of the 1 000 pupils reached Grade 5 without repetition
- 104 of the pupils reached Grade 5 one year later, which means that they repeated one grade

- 60 of them repeated twice before reaching Grade 5
- 26 of them repeated three times before reaching Grade 5
- and 9 of them repeated four times before reaching Grade 5
- only 309 pupils managed to reach Grade 5.

This illustrates how a cohort is able to furnish the reader with the dynamics of the flow of pupils through an educational system.

An algebraic flow diagram may also be used to illustrate in a vivid and practical manner the year-by-year or grade-by-grade progression of pupils through the educational system.

FIG. 2.4 A YEAR-BY-YEAR AND GRADE-BY-GRADE COHORT


Year
Grade
1
2
3
y
y + 1
y + 2
y + 3
y + 4
E^1y
R^1y+1
R^1y+2
E^2y+1
E^2y+2
E^2y+3
E^3y+2
E^3y+3
E^3y+4
d_y^1
d_y^1+1
d_y^1+2
d_y^2+1
d_y^2+2
d_y^2+3
d_y^3+2
d_y^3+3
d_y^3+4
r_y^1
r_y^1+1
r_y^2+1
r_y^2+2
r_y^3+2
r_y^3+3
p_y^1
p_y^1+1
p_y^1+2
p_y^2+1
p_y^2+2
p_y^2+3
output
output
output

SOURCE: Unesco, 1972, p. 35.

BEST COPY AVAILABLE

2.6 CONCLUSION

This chapter has clearly shown that the phenomenon of pupils repeating grades is not peculiar to Ciskei. It occurs not only in Southern Africa but also in Africa and the rest of the Third World countries. But the researcher wishes to warn that this world-wide occurrence of the phenomenon should not cause educational authorities to underestimate its seriousness.

The impact of repeaters on the enrolment, on the pupil-teacher ratio and on the drop-out rate has been demonstrated. An attempt has been made to see pupil repetition in its totality as part of the larger phenomenon of pupil wastage. The other portion of the phenomenon is that of pupils dropping out of the school system. The practical use of cohort models which indicate the flow of pupils through an educational system was illustrated. It is an effective way in which to depict the dynamics of the promotion of pupils as well as pupils repeating and pupils dropping out during the period of schooling.

A thorough grasp of the flow diagram is crucial for an understanding of the implications of pupil repetition. The next chapter will deal specifically with Ciskei primary school statistics on the phenomenon of pupil repetition.

CHAPTER 3

A STATISTICAL ANALYSIS OF REPEATERS IN CISKEI PRIMARY SCHOOLS

3.1 INTRODUCTORY REMARKS

In the preceding chapter an attempt was made to view repetition of standards as a global phenomenon. In the process it became evident that one of the best methods of identifying repeaters is the collection and assembling of statistical data on the phenomenon. Such data is the key to the understanding of the phenomenon.

This chapter will endeavour to focus attention on statistics regarding repeaters in Ciskei primary schools. Towards the end of the chapter, with the help of statistics that have already been collected in Ciskei primary schools, an effort will be made to demonstrate how a reconstructed cohort diagram would illustrate the impact of not only repeaters in an educational system but also drop-outs. Briefly in this chapter an attempt will be made to indicate the magnitude of the phenomenon of repeaters in Ciskei primary schools, i.e. the extent and intensity of the problem.

3.2 STATISTICS ON REPEATERS 1977 TO 1981

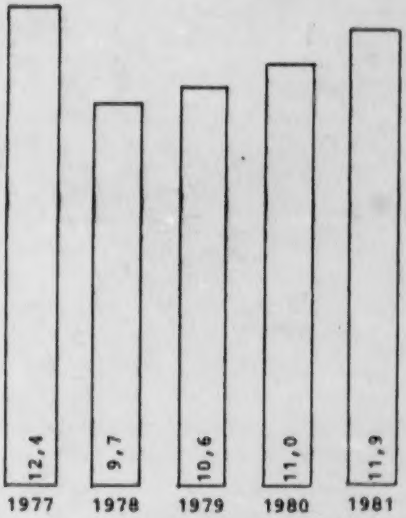
Statistics on repeaters in Ciskei primary schools were first gathered and collected in 1977 by the Research Unit for Education System Planning of the University of the Orange Free State. This information was collected by means of a questionnaire wherein the principals of primary schools were required to furnish figures of enrolments and repeaters per class. This has continued since and the Ciskei Education Department also made full use of the data obtained by means of these questionnaires. This is done in the hope that the information assembled in this manner will help to expose some of the weaknesses of the Ciskei educational system with a view to solving whatever problems might have been revealed.

Enrolments in Ciskei primary schools have been increasing at a staggering rate, a factor that is likely to increase the incidence of repetition if this problem is not sufficiently understood and tackled accordingly.

A study of the statistics on the percentage repeaters reveals that the percentage repeaters is fairly constant in Substandard A to Standard 2. The percentage suddenly increases in Standard 3. This is probably due to problems of adjustment on the part of the pupils from the lower primary school section to the higher primary school section. A comparison of the Standard 2 and Standard 3 syllabi may be necessary in order to find out if the gap between these two classes is not caused by the curriculum. The percentage repetition drops slightly again in Standard 4. In Standard 5 the percentage repeaters rises above that of Standard 3. The high repeater percentage in Standard 5 may be due to a rigid examination system. It is interesting to note that in 1978 the percentage of the Standard 5 repeaters was far lower than in 1977, 1979, 1980 and 1981. These statistics indicate that the phenomenon of repetition is very much pronounced in Standard 3. Thus Standard 3 provides an area for further investigation into the probable causes of the problem. Another class where the incidence of repetition was so high as to merit further research,is Standard 5, for the years 1977, 1979, 1980 and 1981. Another reason which may be hazarded for this state of affairs is the fact that teachers might not have completely taken to the new Standard 5 syllabi, which had been upgraded.

It is also interesting to note that the total percentage repeaters was 12,4 per cent in 1977, 9,7 per cent in 1978, 10,6 per cent in 1979 and 11 per cent in 1980. There has been a drop in the number of repeaters since 1977 (see Fig. 3.1).

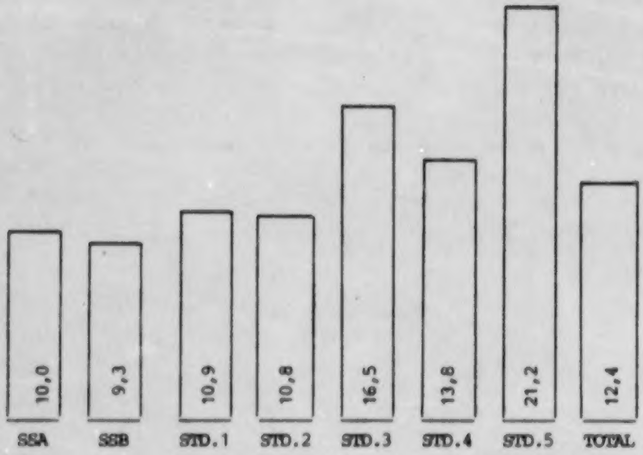
FIGURE 3.1 CISKEI: TOTAL PERCENTAGE REPEATERS, 1977 TO 1981



SOURCE: RUEP, 1977-1981, unpublished statistics and Ciskei Department of Education, 1977-1980, unpublished statistics.

In 1977 14 920 pupils out of a grand total of 120 283 pupils were repeating standards in all Ciskei primary schools. That is 12,4 per cent of the total enrolment.

FIGURE 3.2 CISKEI: PERCENTAGE REPEATERS, 1977



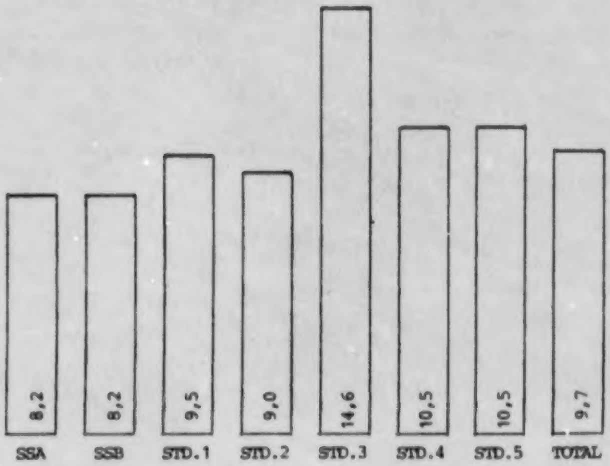
SOURCE: RUEP, 1977, unpublished statistics.

During 1977 there were 2 845 (10,0 per cent) repeaters in Substandard A out of a total enrolment of 28 364 pupils. Of the 19 529 Substandard B pupils 1 819 i.e. 9,3 per cent were repeaters. In Standards 1 and 2 the percentage repeaters rose to 10,9 per cent i.e. 1 965 out of 18 002 and 10,78 per cent that is 1 965 out of 18 002.

In Standard 3 there was a sharp increase in the percentage of repeaters to 16,5 per cent. Out of a total enrolment of 14 975 pupils 2 452 were repeaters. In Stan=

dard 4 the percentage repeaters was still high at 13,8 per cent i.e. 1 637 repeaters out of 11 982 pupils. Standard 5 had the highest percentage of repeaters at 21,2 per cent i.e. 2 490 repeaters out of a total enrolment of 11 986 pupils.

FIGURE 3.3 CISKEI: PERCENTAGE REPEATERS, 1978



SOURCE: RUEP, 1978, unpublished statistics

In 1978 Standard 3 stands out prominently as the class that had the highest percentage of repeaters. Out of a total of 17 425 pupils 2 515 (i.e. 14,6 per cent) repeated the standard. However this percentage of repetition is still lower than that of 1977 which stood at

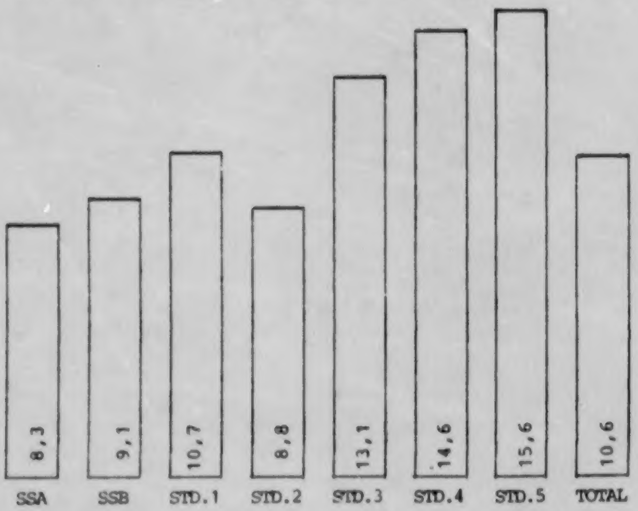
16,5 per cent.

The percentage of repetition in Standard 5 dropped significantly from 21,2 per cent in 1977 to 10,5 per cent in 1978 when there were 1 309 repeaters out of a total enrolment of 13 387 in that class.

The general decline in the incidence of repetition for 1978 as compared with 1977 might have been artificially and deliberately contrived by principals for fear that a high percentage of repeaters may be interpreted by the Ciskei Department of Education as inefficiency and incompetence on the part of the principal's organization and supervision.

In 1979 the percentage of repeaters was generally higher than that of 1978 (see Fig. 3.4).

FIGURE 3.4 CISKEI: PERCENTAGE REPEATERS, 1979

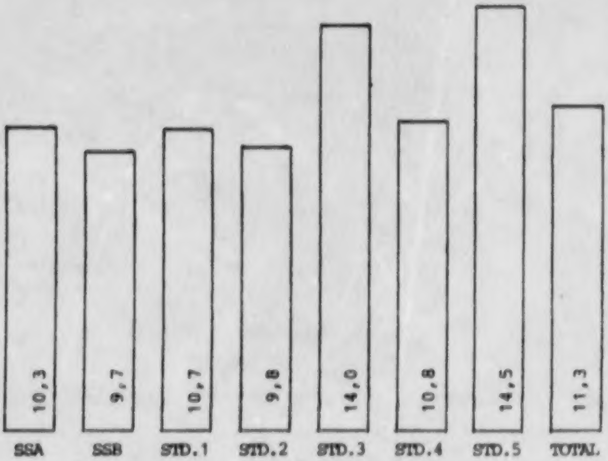


SOURCE: RUEP, 1979, unpublished statistics.

In 1979 Substandard A had the lowest incidence of repeaters compared to all the other classes. Out of a class of 38 983 pupils, 3 251 (i.e. 8,3 per cent) were repeating the substandard. The class that had the largest number of repeaters was Standard 5 which had 2 623 repeaters (i.e. 15,6 per cent) out of a total enrolment of 17 009 pupils. The percentage repeaters was higher in the higher primary classes.

In 1980 the rate of repetition was more or less the same as in the three previous years (see Fig. 3.5).

FIGURE 3.5 CISKEI: PERCENTAGE REPEATERS, 1980

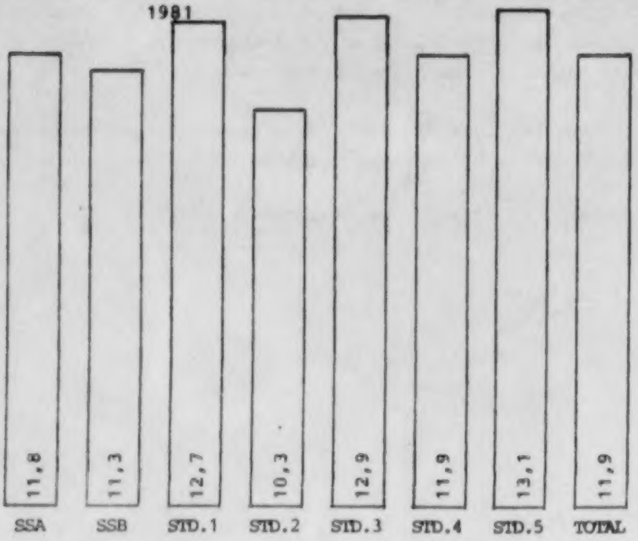


SOURCE: RUEP, 1980, unpublished statistics.

As in the other three years there is a noticeable gap between the rate of repetition in Standards 2 and 3.

The percentage of repeaters in Standard 2 was 9,8 per cent whereas it was 14,0 per cent in Standard 3.

FIGURE 3.6 CISKEI: PERCENTAGE REPEATERS PER STANDARD, 1981



SOURCE: RUEP, 1981, unpublished statistics.

Figure 3.6 shows that the repeater statistics in 1981 exhibit the same trend as in the previous years i.e. high percentages in Substandard A (11,8 per cent), Standard 3 (12 per cent) and Standard 5 (13 per cent). The average repetition of standards in Ciskei primary schools has neither increased nor decreased appreciably.

For all four years the highest incidence of repetition is in the higher primary classes, especially in Standard 3 (16,5 per cent in 1977; 14,6 per cent in 1978; 13,1 per cent in 1979; 14,0 per cent in 1980) and Standard 5 (21,2 per cent in 1977; 10,5 in 1978; 15,6 per cent in 1979 and 14,5 per cent in 1980). These two standards should receive more attention.

TABLE 3.1 CISKEI: STANDARDS WITH HIGH PERCENTAGE REPEATERS, 1977-1980

Standard	Year	Enrolment	Repeaters	Percentage Repeaters
Std.3	1977	14 975	2 452	16,5
	1978	17 425	2 515	14,6
	1979	20 201	2 636	13,1
	1980	18 088	2 525	14,0
Std.4	1977	11 982	1 637	13,8
	1978	14 573	1 514	10,5
	1979	16 885	2 098	14,6
	1980	17 254	1 871	10,8
Std.5	1977	11 986	2 490	21,2
	1978	13 387	1 309	10,5
	1979	17 009	2 623	15,6
	1980	14 563	2 082	14,5

SOURCE: RUEP, 1977-1980, unpublished statistics.

The reason for these large numbers of pupils who are forced to repeat standards because they have not been sufficiently prepared to satisfy examination standards will have to be found. Whatever the cause may be this high incidence of repeaters is a pointer to some inefficiency and ineffectiveness of teaching in the higher primary schools of the Ciskei.

3.3 REPETITION ACCORDING TO SEX

It is necessary to find out if there are notable differences in the percentage of repeaters between boys and girls. In the five years under investigation the position was as follows (see Table 3.2):

TABLE 3.2 CISKEI: PERCENTAGE REPEATERS ACCORDING TO ENROLMENT AND SEX, 1977-1981

Year	Sex	Enrolment	Repeaters	Percentage Repeaters
1977	Boys	59 249	8 344	14,1
	Girls	61 034	6 576	10,8
1978	Boys	72 412	8 081	11,2
	Girls	73 344	6 051	8,3
1979	Boys	81 861	10 023	12,2
	Girls	82 753	7 436	9,0
1980	Boys	75 550	9 461	12,9
	Girls	73 007	7 012	9,8
1981	Boys	92 271	12 142	13,2
	Girls	90 977	9 718	10,7

SOURCE: RUEP, 1977-1981, unpublished statistics.

Table 3.2 indicates that a larger percentage of boys repeat standards in Ciskei primary schools. This tendency has been seen throughout all these years. For example in 1977 14,1 per cent of the boys repeated while 10,8 per cent of the girls repeated. Even in 1981 13,2 per cent of the boys who wrote examinations repeated whereas 10,7 per cent of the girls repeated.

The Ciskei is essentially a rural community whose daily round of work centres around stock and arable land which require the services of boys. Probably this tendency for more boys than girls to repeat may be attributed to the fact that the living conditions do not motivate the boys to learn. Moreover in a typical Xhosa home girls live under strict discipline and supervision of the mother: girls have household chores to perform and must be home at sundown. In that way they may have better opportunities of doing homework, in contrast to boys who may not necessarily be reprimanded for late home-coming.

In 1977 the percentage repeaters per standard per inspection circuit varied (see Table 3.3).

Circuits whose percentage of boys repeating exceed the Ciskei average of 14,1 per cent are Mathole (22,9 per cent), Peddie (16,1 per cent), Zwelitsha (15,3 per cent) and Middeldrif (14,7 per cent). Hewu Circuit with 7,9 per cent repeaters (boys) is far below the Ciskei average.

The circuits that are above the Ciskei average percentage of repetition for girls i.e. 10,8 per cent are Mathole (16,6 per cent), Zwelitsha (12,7 per cent) and Peddie (11,0 per cent). It should be noted that Mathole Cir=

cuit's repeater percentage for girls (16,6 per cent) is even higher than the Ciskei percentage repeaters for boys (14,1 per cent).

TABLE 3.3 CISKEI: PERCENTAGE REPEATERS PER INSPECTION CIRCUIT, BOYS AND GIRLS, 1977

Circuit	Boys			Girls		
	Enrolment	Repeaters	% Repeaters	Enrolment	Repeaters	% Repeaters
Alice	6 195	751	12,1	6 406	618	9,7
Hewu	8 612	676	7,9	9 289	697	7,5
Mathole	7 807	1 789	22,9	7 875	1 308	16,6
Mdantsane C	3 955	343	8,7	4 480	342	7,6
Mdantsane SE	6 470	750	11,6	6 596	615	9,3
Middeldrif	8 146	1 198	14,7	7 937	816	10,3
Peddie	9 283	1 495	16,1	9 395	1 034	11,0
Zwelitsha	8 781	1 342	15,3	9 056	1 146	12,7
TOTAL						

SOURCE: RUEP, 1977, unpublished statistics.

Despite the above stated tendency for more boys than girls to repeat, in Hewu and Mdantsane Central, the opposite is true in some classes (see Table 3.4)

TABLE 3.4 CISKEI: STANDARDS IN WHICH MORE GIRLS THAN BOYS REPEATED, 1977

	Repeaters in Std. 5	
Hewu Circuit	Boys	Girls
Enrolment	774	971
Repeaters	166	215
Percentage Repeaters	21,5	22,1

	Repeaters in Std. 3	
Mdantsane Central	Boys	Girls
Enrolment	646	818
Repeaters	69	92
Percentage Repeaters	10,7	11,3

SOURCE: RUEP, 1977, unpublished statistics.

In 1978 the percentage rate of repeaters according to sex in each circuit was as follows (see Table 3.5): only three circuits had a percentage repetition for boys above that of the whole Ciskei (11,2 per cent) and these circuits are: Mathole (19,4 per cent); Mdantsane South East (13,5 per cent) and Zwelitsha 11,2 per cent). Alice had the lowest percentage of repetition for boys in 1978, viz. 7,9 per cent of the boys repeated their standards.

TABLE 3.5 CISKEI: PERCENTAGE REPEATERS PER INSPECTION CIRCUIT, BOYS AND GIRLS, 1978

Circuit	Boys			Girls		
	Enrolment	Repeaters	% Repeaters	Enrolment	Repeaters	% Repeaters
Alice	6 130	486	7,9	6 180	381	6,2
Hewu	10 166	670	6,6	10 646	591	5,6
Mathole	8 789	1 705	19,4	8 762	1 255	14,3
Mdantsane C	8 567	731	8,5	9 290	662	7,1
Mdantsane SE	8 749	1 178	13,5	8 919	856	9,6
Middeldrif	8 173	900	11,0	7 705	553	7,2
Peddie	9 985	1 081	10,8	9 911	741	7,2
Zwelitsha	11 853	1 330	11,2	11 931	1 039	8,7
TOTAL	72 412	8 081	11,2	73 344	6 051	8,3

SOURCE: RUEP, 1978, unpublished statistics.

In 1978 the position regarding the girls was better than that of the boys. Circuits with a percentage repetition for girls above that of the Ciskei (8,3 per cent) were Mathole (14,3 per cent) and Zwelitsha (8,7 per cent). The percentage of repeaters for girls in Mathole Circuit was even higher than the percentage of repetition for boys for the whole of the Ciskei (11,6 per cent), in spite of the fact that boys repeat more than girls on the whole.

Hewu had the lowest percentage repeaters for girls (5,6 per cent).

In 1979 the percentage repeaters for boys and girls according to circuits was as follows (see Table 3.6).

TABLE 3.6 CISKEI: NUMBER AND PERCENTAGE REPEATERS PER CIRCUIT, BOYS AND GIRLS, 1979

	Boys			Girls		
Circuit	Enrolment	Repeaters	% Repeaters	Enrolment	Repeaters	% Repeaters
Alice	7 558	773	10,2	7 690	599	7,8
Hewu	11 025	1 176	10,7	11 418	1 029	9,0
Mathole	9 486	1 833	19,3	9 264	1 345	14,5
Mdantsane C	11 065	1 090	9,9	11 648	923	7,9
Mdantsane SE	10 357	1 370	13,2	10 662	997	9,4
Middeldrif	9 187	1 155	12,6	8 562	695	8,1
Peddie	10 158	1 028	10,1	10 145	695	6,9
Zwelitsha	13 025	1 598	12,3	13 364	1 153	8,6
TOTAL	81 861	10 023	12,2	82 753	7 436	9,0

SOURCE: RUEP, 1979, unpublished statistics.

Inspection circuits which had a percentage of repetition for boys higher than that of the Ciskei (i.e. 12,2 per cent) were Mathole (19,3 per cent); Mdantsane South East (13,2 per cent); Middeldrif (12,6 per cent) and Zwelitsha (12,3 per cent). Mdantsane Central which comprises only township schools had the lowest percentage of boys repeating in 1979, viz. 9,9 per cent.

In 1979 the inspection circuits of which the percentages of repetition for girls were higher than that of the Ciskei (9,0 per cent) were Hewu (9,0 per cent); Mdantsane

South East (9,4 per cent) and Mathole (14,5 per cent). Peddie had the lowest percentage of girls repeating in 1979 (i.e. 6,9 per cent).

TABLE 3.7 CISKEI: NUMBER AND PERCENTAGE REPEATERS PER CIRCUIT, BOYS AND GIRLS, 1980

	Boys			Girls		
Circuit	Enrolment	Repeaters	% Repeaters	Enrolment	Repeaters	% Repeaters
Alice	7 473	767	10,3	7 623	564	7,4
Hewu	11 517	1 393	12,1	12 011	1 029	8,6
Mathole	8 984	1 305	14,5	8 571	1 107	12,9
Mdantsane C	10 462	990	9,5	10 845	901	8,3
Mdantsane SE	8 833	1 385	15,7	8 151	1 094	13,4
Middeldrif	8 367	1 055	13,7	7 852	595	7,6
Peddie	7 706	897	11,6	7 681	595	7,7
Zwelitsha	12 203	1 524	12,5	10 273	1 130	11,0
TOTAL	75 545	9 316	12,3	73 007	7 015	9,8

SOURCE: RUEP, 1980, unpublished statistics.

In 1980 the pattern of repetition of standards according to sex did not change except for the fact that Mdantsane South East Circuit had the highest percentage repeaters for both boys (15,9 per cent) and girls (13,4 per cent). After Mdantsane South East was Mathole Inspection Circuit with 14,5 per cent for boys and 12,9 per cent for girls.

3.4 REPEATERS ACCORDING TO INSPECTION CIRCUIT

The incidence of repeaters differs from one circuit to the other. The percentage of repetition also varies from year to year.

TABLE 3.8 CISKEI: PERCENTAGE REPEATERS PER INSPECTION CIRCUIT, 1977-1980

Circuit	1977	1978	1979	1980
Alice	10,9	7,0	9,0	8,0
Hewu	7,7	6,1	9,8	10,3
Mathole	19,8	16,9	17,0	13,7
Mdantsane C	8,1	7,8	8,9	8,9
Mdantsane SE	10,5	11,5	11,3	14,6
Middledrift	12,5	9,2	10,4	10,6
Peddie	13,5	9,0	8,5	10,0
Zwelitsha	14,0	9,9	10,4	12,2
TOTAL	12,4	9,7	10,6	11,3

SOURCE: RUEP, 1977-1980, unpublished statistics.

The inspection circuit that has had the highest incidence of repeaters consistently in all four years is Mathole with 19,8 per cent in 1977; 16,9 per cent in 1978; 17,0 per cent in 1979 and 13,7 per cent in 1980. In 1980 Mdantsane South East Circuit had the highest incidence with Mathole Circuit coming second.

Next to Mathole Circuit, Mdantsane South East also consistently had a relatively high incidence of repeaters in these four years, viz. 10,5 per cent in 1977; 11,5 per cent in 1978; 11,3 per cent in 1979 and 14,6 per cent in 1980. On the contrary Hewu Circuit has had a persistently low percentage of repeaters for three years, e.g. 7,7 per cent in 1977; 6,1 per cent in 1978 and 9,8 per cent in 1979. Alice Circuit had the lowest percentage repeaters in 1980. Mdantsane Central, an entirely urban circuit, has also had a relatively low percentage of repeaters during these four years (see Table 3.8).

School facilities are much better in township schools. The classrooms themselves are conducive to learning.

It is interesting to compare the average percentages of repetition for these four years for each circuit in order to determine to what extent the various circuits have to contend with this problem.

Inspection circuits may be arranged in order of the severity of the occurrence of repeaters.

TABLE 3.9 CISKEI: AVERAGE PERCENTAGES OF REPEATERS ACCORDING TO SEVERITY, 1977, 1978 and 1979

Circuit	Average Percentages
Mathole	17,9
Zwelitsha	11,4
Mdantsane SE	11,1
Middledrift	10,7
Peddie	10,4
Alice	9,0
Mdantsane C	8,3
Hewu	7,9

SOURCE: RUEP, 1977-1979, unpublished statistics.

3.5 REPEATERS ACCORDING TO SIZE OF SCHOOL

In trying to find out if there is any correlation between the incidence of repeaters and size of school only the year 1978 will be taken into consideration. Sample schools will be treated separately for each circuit.

In 1978 the percentage of repetition of standards for the Ciskei as a whole was 9,7 per cent. So 9,7 per cent will be regarded as the norm of this year.

3.5.1 Alice Inspection Circuit

In Alice six schools had no repeaters in 1978. Two of these schools had an enrolment of 61 pupils each. The remaining four had 438; 371; 124 and 299 pupils respectively. This makes it difficult to say that either small or big schools tend to have no repeaters.

The following ten schools had a comparatively high percentage of repeaters.

TABLE 3.10 CISKEI: ALICE SCHOOLS WITH HIGH PERCENTAGES OF REPEATERS, 1978

School	Enrolment	% Repeaters
Amakhuze	282	20,6
Balura	284	16,2
Kwezilesizwe	648	15,1
Binfield	311	14,5
Ncerazantsi	169	13,6
Koti	150	13,3
Mavuso	451	12,4
Mdeni	335	12,2
Nxukwebe	334	11,7
Yamala	460	9,6

SOURCE: Ciskei Department of Education, 1978, unpublished statistics.

Even with the above it is difficult to link size of school with a certain percentage of repeaters. Amakhuze School and Balura had 282 and 284 pupils respectively but their repeater percentages differed by as much as 4,4 per cent. In this group Kwezilesizwe with 648 pupils had a repeater percentage of 15,1 per cent compared with Koti which had a percentage of repeaters of 13,3 per cent with an enrolment of 150 pupils.

3.5.2 Hewu Circuit

In Hewu the first ten schools with a high and low rates of repetition were:

TABLE 3.11 CISKEI: HEWU SCHOOLS WITH HIGH AND LOW PERCENTAGES OF REPEATERS, 1978

School	Enrolment	% Repeaters
High percentages		
Luvuyo	497	20,5
Musa	276	16,7
Kamastone	274	14,9
Zulumema	303	14,8
Eardley	265	13,9
Enqokokeni	222	13,9
Ntabelanga	772	13,0
Sada	487	11,5
Mthonyama	506	10,7
Emfuleni	130	10,0
Low percentages		
Romanslaagte	245	0,4
Nozipho	522	0,8
U. Zangqokwe	51	1,9
Lesedi	803	2,4
T. Matshoba	493	3,0
L. Hukuwa	166	3,0
Bambani	62	3,2
Chief Malefane	296	3,4
Nomzamo	518	3,5
Tooisekraal	223	4,9

SOURCE: Ciskei Department of Education, 1978, unpublished statistics.

Even in this group, size of school had no connection with percentage of repetition. Compare Luvuyo with 497 pupils and percentage of repeaters of 20,5 per cent with Sada (487 pupils) which had a percentage of repetition of 11,5 per cent.

In Hewu the schools with the lowest percentage of repetition cannot be said to be large or small (see Table 3.11).

In 1978 the primary school with the highest enrolment was Siyabulela with 1 124 pupils and a repeater percentage of 6,8 per cent. The school with the lowest enrolment was L. Zangqokwe with 51 pupils and a percentage of repetition of 1,9 per cent. These figures cannot be used to justify an argument that the smaller the school the lower the percentage of repetition because Romanslaagte (with 245 pupils) and Nozipho (with 522 pupils) had repeater percentages of 0,4 per cent and 0,8 per cent respectively.

3.5.3 Mathole Circuit

In Mathole Circuit the argument that there is no direct link between size of school and percentage repeaters is further strengthened.

Nobuntu with the highest enrolment of 1 000 pupils had a percentage of repeaters of 10,4 per cent while L. Cata (with only 43 pupils) had a high percentage of repeaters, namely 25,6 per cent (see Table 3.12).

TABLE 3.12 CISKEI: MATHOLE SCHOOLS WITH HIGH AND LOW PERCENTAGES OF REPEATERS, 1978

School	Enrolment	% Repeaters
High Percentages		
Hlaba-hlaba	144	38,9
Ngobozenu	323	30,7
Fort Cox	156	30,1
Low Percentages		
Zwelandile	276	5,6
Whiteville	233	6,4
St. Matthews	405	6,9
Heckel	165	9,0
Ekukhanyeni	884	9,2
Madubela	206	9,7
Nqini	558	10,0
Nobuntu	1 000	10,4
Mqukwane	322	11,8
Nomzekelo	107	12,1

SOURCE: Ciskei Department of Education, 1978, unpublished statistics

3.5.4 Mdantsane Central Circuit

Mdantsane Central Circuit is composed of township schools only. Mdantsane is a huge sprawling township about 30 kilometers from the city of East London.

The factor of size of school does operate within the circuit. All the primary schools except one (Songezo) which has an enrolment of 360 children, have enrolments of 400 pupils and more. The schools are therefore regarded as large and yet there are disparities in the percentages of repeaters. For instance Thembeka (457 pupils) had 1,7 per cent repeaters whilst Zamani (442 pupils) had 21,3 per cent repeaters. R.H. Godlo (with

718 pupils) had the biggest enrolment and the percentage of repeaters was 9,1 per cent. The smallest school in this circuit (Songezo) had a percentage of 11,4 per cent repeaters.

3.5.5 Mdantsane South East Circuit

The following schools in Mdantsane South East had high and low percentages of repeaters.

TABLE 3.13 CISKEI: MDANTSANE SOUTH EAST SCHOOLS WITH HIGH AND LOW PERCENTAGES OF REPEATERS, 1978

School	Enrolment	% Repeaters
High Percentages		
Moni	122	26,2
Cwecweni	72	25,0
Emncotsho	373	23,6
Nyatyora	100	22,0
Eluqolweni	196	21,1
Phole	218	18,3
Mooiplaats	531	17,9
Gwaba	164	21,3
St. Lukes	961	18,1
Nyara	340	16,8
Low Percentages		
Mxolisi	99	1,0
Swele-swele	152	1,3
Zondeka	292	2,0
Mbolompeni	116	3,4
Mdolomba	379	3,6
Enmtlabathi	367	4,0
Khayelitsha	511	5,0
Twecu	344	4,0
Lungisa	115	5,2
Zikwaba	310	4,8

SOURCE: Ciskei Department of Education, 1978, unpublished statistics

Even in Mdantsane South East the argument that there is no relationship between the size of school and the percentage of repetition, still holds.

Saint Lukes, with the highest enrolment of 961, had 18,1 per cent repeaters whereas Cwecweni (72 children) and Mxolisi (99 pupils) had 25,0 per cent and 1,0 per cent repeaters respectively. The last two are both small schools but their percentages of repetition differed greatly, once more reinforcing the fact that there is no link between size of school and percentage of repetition.

3.5.6 Middledrift Circuit

In the Middledrift Circuit in 1978 the first ten schools with high and low percentages of repetition of standards were:

TABLE 3.14 CISKEI: MIDDLEDRIFT SCHOOLS WITH HIGH AND LOW PERCENTAGES OF REPEATERS, 1978

School	Enrolment	% Repeaters
High Percentages		
Washington	201	23,4
Nangu	455	18,0
Mbizana	275	17,5
Nongwane	129	15,5
Tyara Hill	190	15,3
Zalara	211	16,6
Mzintsane	265	15,0
Perksdale	177	14,1
Qibira	273	13,9
Knappshope	205	13,8
Low Percentages		
Qomfo	148	2,0
Ngqolowa	375	2,4
Ndlovura	124	2,4
Lamani	134	2,2
Nomgwadla	235	3,4
Ngqele	541	3,5
Amatola Basin	302	2,1
Dikidikana	417	4,0
Ngele	279	4,3
Dish	170	5,3

SOURCE: Ciskei Department of Education, 1978, unpublished statistics

3.5.7 Peddie Circuit

In 1978 the following schools in the Peddie Inspection Circuit had high and low repeater percentages:

TABLE 3.15 CISKEI: PEDDIE SCHOOLS WITH HIGH AND LOW PERCENTAGES OF REPEATERS, 1978

School	Enrolment	Repeaters
High Percentages		
Godidi	94	38,3
Qaukeni	200	26,5
Amahlubi	218	25,2
Gqodi	176	18,8
Bhele	301	18,2
Tyeni	279	15,8
Nonibe	346	15,6
Rayi	240	15,4
Celetyume	329	13,4
Masele	395	13,2
Low Percentages		
Nobumba	457	1,1
Woodlands	307	1,9
Nyaniso	321	2,2
Bizokhulu	175	2,3
Bingqala	171	2,9
Ayliff	484	3,1
Mbanyaza	303	3,9
Dindala	165	3,6
Bodium	154	3,8
Mthonjeni	266	4,5

SOURCE: Ciskei Department of Education, 1978, unpublished statistics

The fact that Godidi (with 94 pupils) with the lowest enrolment had the highest percentage repeaters, viz. 38,3 per cent does not prove the point that low enrolment goes with a high percentage of repeaters, because schools that had the next highest percentage of repe=

tition were Quakeni (200 pupils) and Amahlubi (218 pupils) with 25,5 per cent and 25,2 per cent repeaters respectively.

Mpeko which had the highest enrolment (866 pupils) in Peddie in 1978 had 7,8 per cent repeaters but quite a number of schools smaller than Mpeko had percentages of repetition that were lower than 7,8 per cent. In fact 25 schools which were smaller in size than Mpeko had percentages of repetition lower than 7,8 per cent. The number of schools (also smaller in size) above Mpeko's percentage of repeaters (7,8 per cent) was also 25, further reinforcing the argument that it is difficult to equate size of schools with any particular rate of repetition.

3.5.8 Zwelitsha Circuit

In 1978 the schools with high and low percentages of repetition in the Zwelitsha Circuit were as follows:

TABLE 3.16 CISKEI: ZWELITSHA SCHOOLS WITH HIGH AND LOW PERCENTAGES OF REPEATERS, 1978

School	Enrolment	% Repeaters
High Percentages		
Mount Coke	327	24,2
Dubu	161	22,4
Balasi	300	20,3
Mgqakwebe	231	17,7
Mure	405	17,5
Ndileka	339	16,5
Jafta's	403	15,9
Kwalini	207	15,4
Nonceba	249	15,3
Peelton	386	15,3

TABLE 3.16 CONTINUED

School	Enrolment	% Repeaters
Low Percentages		
Entilini	42	No repeaters
Tshabo	483	2,2
Bulelani	78	2,5
Ngqutu	99	4,0
Nomvume	723	4,3
Mlakalaka	231	4,5
Nomvuzo	214	5,1
Hill	92	5,4
Nozizwe	615	5,8
Zukile	304	5,6

SOURCE: Ciskei Department of Education, 1978, unpublished statistics

Ndevana Primary School with a total enrolment of 2 247 pupils had a comparatively low percentage of repeaters viz. 7,5 per cent. Compare that with Bhaliti (281 pupils) which had a percentage of repetition of 7,8 per cent.

3.6 REPEATERS ACCORDING TO PUPIL-TEACHER RATIO

In order to get a clear picture as to how far pupil-teacher ratio affects the incidence of repetition of standards percentage repeaters of individual schools will be taken into account. Inspection circuit averages will not be used because though they are quite valuable they can also conceal disparities which would otherwise be points of interesting educational phenomena and solutions. However the significance of the pupil-teacher ratio will be dealt with according to inspection circuit.

3.6.1 Alice Circuit

TABLE 3.17 CISKEI: ALICE CIRCUIT, PERCENTAGE REPEATERS ACCORDING TO PUPIL-TEACHER RATIO, 1978

School	Pupil-teacher ratio	% Repeaters
Langalivelile	31:1	0,0
Daluxolo	31:1	0,0
Mcfarlan	31:1	1,0
Roxeni	32:1	6,1
Nobanda	32:1	8,4
Amakhuze	35:1	20,6
Gilton	35:1	2,8
Tyatyara	35:1	3,6
Auckland	36:1	8,7
Nxukwebe	37:1	11,7
Stewart	38:1	3,7
Festile Sogo	40:1	5,5
Ngwevu	41:1	0,0
Lamyeni	41:1	4,9
Kwezani	41:1	3,5
Mdeni	42:1	12,2
Gaga	42:1	9,2
Ely	42:1	8,1
Gqamahashe	44:1	6,3
Gwali	44:1	3,0
Mavuso	45:1	12,4
Ganda	45:1	6,3
Mabandla	46:1	5,3
Ncera	46:1	0,0
Dikeni	47:1	2,1
Balura	47:1	16,2
Boundary Hill	49:1	1,0
Sheshegu	50:1	3,3
Koti	50:1	13,3
Elethu	51:1	4,3
Ngwabeni	52:1	5,3
Melani	55:1	6,3
Ncerazantsi	56:1	13,6
Yamala	58:1	9,6
Qaka	60:1	0,0
Wezo	62:1	2,3
Ntselamanzi	66:1	1,8

SOURCE: Ciskei Department of Education, 1978, unpublished statistics.

In Table 3.17 the first column shows the pupil-teacher ratio. In the next column the actual percentage of repeaters of each school is given. All the other inspection circuits will be treated in the identical manner.

A study of the above table shows clearly that there is no correlation between pupil-teacher ratio and the percentage of repeaters. For instance the five schools with no repeaters have varying pupil-teacher ratios of 31:1; 35:1; 41:1 and 60:1. Of four schools with a similar pupil-teacher ratio of 35:1, one has no repeaters. The other three each have a percentage of repetition of 20,6 per cent; 2,8 per cent and 3,6 per cent.

3.6.2 Hewu Circuit

TABLE 3.18 CISKEI: HEWU CIRCUIT, PERCENTAGE REPEATERS ACCORDING TO PUPIL-TEACHER RATIO, 1978

School	Pupil-teacher ratio	% Repeaters
U. Zangqokwe	25:1	1,9
C.Malefane	37:1	3,4
Zulumeba	38:1	14,8
Zweula	39:1	5,0
Hukuwa	40:1	7,9
Luvuyo	41:1	20,5
U. Lahlongubo	41:1	8,9
Romanslaagte	41:1	0,4
L. Didimana	42:1	7,4
Mthwakazi	42:1	9,3
Emfuleni	43:1	10,0
Tooisekraal	43:1	4,3
Sada	44:1	11,5
Lesseyta	44:1	7,3
Engobokeni	44:1	13,9
Engotini	44:1	8,1
Thembisa	45:1	7,4
T. Matshoba	45:1	3,0
U. Lahlongubo	45:1	4,9

TABLE 3.18 CONTINUED

School	Pupil-teacher ratio	% Repeaters
Musa	46:1	16,7
Kamastone	46:1	14,9
Nomzamo	47:1	3,5
Nozipho	47:1	0,8
Masakane	48:1	5,9
New Hope	48:1	4,7
Shiloh	49:1	6,0
Bulhoek	50:1	6,8
Cimezile	51:1	6,5
Gosheni	51:1	7,5
Hackney	51:1	9,7
Empumeletwene	52:1	6,0
Eardley	53:1	13,9
Lesedi	57:1	2,4
Zingisa	63:1	4,6
Mthombowesi	68:1	6,6

SOURCE: Ciskei Department of Education, 1978, unpublished statistics.

In Hewu Circuit three schools with a very low percentage of repetition of standards have differing pupil-teacher ratios:

TABLE 3.19 CISKEI: HEWU CIRCUIT, SCHOOLS WITH LOW PERCENTAGE REPEATERS, 1978

School	Pupil-teacher ratio	% Repeaters
U. Zangqokwe	25:1	1,9
Nozipho	47:1	0,8
Romanslaagte	41:1	0,4

SOURCE: Table 3.18

The figures also show that the school with the lowest pupil-teacher ratio has the highest percentage of repetition in comparison with the other two schools (see Table 3.19).

There are three schools with a pupil-teacher ratio of 41:1 but their repeater percentages range from 0,4 per cent through 8,9 per cent to 20,5 per cent. One school with a high pupil-teacher ratio of 68:1 has a percentage of repetition of 6,6 per cent.

Quite a number of schools with a lower pupil-teacher ratio have a comparatively high percentage of repetition, viz.:

TABLE 3.20 CISKEI: HEWU CIRCUIT, SCHOOLS WITH HIGH PERCENTAGE REPEATERS, 1978

School	Pupil-teacher ratio	% Repeaters
Kamastone	46:1	14,9
Musa	46:1	16,7
Thambisa	45:1	7,4
Engobokeni	44:1	13,9
Engotini	44:1	8,1
Lesseyton	44:1	7,3
Sada	44:1	11,5
Emfuleni	43:1	10,0
L. Didimana	42:1	7,4
Mthwakazi	42:1	9,3
U.Lahlongubo	41:1	8,9
Luvuyo	41:1	20,5
Hukuwa	40:1	7,9
Zulemema	38:1	14,8

SOURCE: Ciskei Department of Education, 1978, unpublished statistics.

The pupil-teacher ratios of the above-mentioned schools which have higher percentages of repeaters range from 38:1 to 46:1.

3.6.3 Mathole Circuit

TABLE 3.21 CISKEI: MATHOLE CIRCUIT, SCHOOLS WITH HIGH PERCENTAGE REPEATERS, 1978

School	Pupil-teacher ratio	% Repeaters
Gantville	34:1	20,3
Gwili-gwili	34:1	28,7
C. Memorial	36:1	16,1
Amalinde	37:1	27,5
St. Matthews	37:1	6,9
Faka-faka	37:1	28,0
Debe	38:1	20,7
Ngxamngxa	38:1	17,7
Whiteville	39:1	6,4
Madubele	41:1	9,7
Heckel	41:1	9,0
Zibula	42:1	19,9
L. Cata	43:1	25,6
Emdizeni	44:1	27,2
L. Ennyameni	45:1	19,2
Ezinculca	46:1	19,4
Mamata	46:1	15,8
Wartburg	46:1	17,1
Burnshill	47:1	18,4
Sonwabile	47:1	24,0
Hlaba-hlaba	48:1	38,9
Nomhle	48:1	23,0
Ndlovini	49:1	13,9
L. Gxulu	50:1	17,9
Nobuntu	50:1	10,4
U. Gxulu	51:1	18,5
N. Gqumeya	51:1	16,3
Mnxesha	51:1	10,2
Fort Cox	52:1	9,2
Wolf River	53:1	23,8
Nomzekelo	53:1	12,1
Ngudle's Kraal	53:1	18,2
Lenye	53:1	20,9
Ngobozana	54:1	30,7
Cwengowana	55:1	15,2
Mnandi	56:1	12,7
Ngxalawe	57:1	29,9
Emajwaheni	67:1	10,5

SOURCE: Ciskei Department of Education, 1978, unpublished statistics.

In Mathole Inspection Circuit the two schools with the lowest pupil-teacher ratio of 34:1 have fairly high percentages of repetition of 20,3 per cent and 28,7 per cent each. There are two other schools which have a high pupil-teacher ratio of 67:1 and 73:1 but have percentage repeaters of 10,5 per cent and 24,3 per cent respectively. This makes it all the more difficult to state that if a school has a high pupil-teacher ratio, of necessity, its percentage of repetition will *ipso facto* be high, a view commonly held in many educational circles.

In Mathole Circuit the school with the highest percentage of repetition (i.e. 38,9 per cent) has a pupil-teacher ratio of 48:1 whereas one with the lowest percentage of repetition (i.e. 6,4 per cent) has a pupil-teacher ratio of 39:1. This is not so comforting when one school with a pupil-teacher ratio of 53:1 has only 8,5 per cent repeaters. The six schools that have the same pupil-teacher ratio of 53:1 have a wide range of repetition e.g. 31,8 per cent; 8,5 per cent; 23,8 per cent; 12,1 per cent; 18,2 per cent and 20,9 per cent.

3.6.4 Mdantsane Central Circuit

It is interesting to observe that two schools with pupil-teacher ratios of 33:1 and 34:1 have percentage repeaters of 13,3 per cent and 21,3 per cent respectively, whilst two other schools with a similar pupil-teacher ratio of 61:1 have a repeater percentage of 3,6 per cent and 4,0 per cent respectively (see Table 3.22).

There are four schools with a pupil-teacher ratio of 45:1 but they have dissimilar percentages of repeaters viz., 3,0 per cent; 4,2 per cent; 4,8 per cent and 8,2 per cent.

Two schools with a pupil-teacher ratio of 41:1 have percentages of repeaters as widely differing as 1,7 per cent for one school and 13,5 per cent for another.

TABLE 3.22 CISKEI: MDANTSANE CENTRAL CIRCUIT, PERCENTAGE REPEATERS ACCORDING TO PUPIL-TEACHER RATIO, 1978

School	Pupil-teacher ratio	% Repeaters
D. Dyani	33:1	13,3
Zamani	34:1	21,3
F. Gaqa	35:1	6,3
Songezo	36:1	11,4
S. Mashologi	39:1	5,0
Thembeka	41:1	1,7
Nzaliseko	41:1	13,5
Encotsheni	42:1	10,0
Lwandisa	45:1	4,2
Mzingisi	45:1	4,8
Mzimkhulu	46:1	9,5
Langelitsha	47:1	8,7
Lunga	47:1	10,2
Elitheni	48:1	7,9
Ebhotwe	49:1	7,5
Isitsheba	49:1	7,6
Phambili	50:1	6,7
Dumsa	51:1	3,7
F.B. Goushe	51:1	8,8
Swelihle	52:1	17,0
Gcobani	52:1	7,9
Equleni	53:1	13,6
Inkqubela	53:1	7,2
Zuzile	53:1	4,1
Isibana	57:1	6,3
Nontsikelela	57:1	5,7
R.H. Godlo	60:1	9,1
Vulumzi	61:1	3,6
Zukisa	61:1	4,0

SOURCE: Ciskei Department of Education, 1978, unpublished statistics.

3.6.5 Mdantsane South East Circuit

TABLE 3.23 CISKEI: MDANTSANE SOUTH EAST CIRCUIT, PERCENTAGE REPEATERS ACCORDING TO PUPIL-TEACHER RATIO, 1978

School	Pupil-teacher ratio	% Repeaters
Gwaba	21:1	21,3
Mimosa Park	28:1	4,4
Mavatulana	28:1	18,1
Twecwana	30:1	11,5
Bhola	33:1	13,9
Kwelegha	33:1	7,2
Emabaleni	34:1	12,7
Lusasa	34:1	12,6
Lujiza	35:1	16,7
Cwecweni	36:1	25,0
Zoyo	36:1	8,6
Gwethu	37:1	16,3
Langisa	38:1	5,2
Mhala	38:1	10,4
Mbolombeni	39:1	3,4
Nxamkwana	39:1	16,1
Wesleyville	39:1	13,1
Cefane	40:1	9,3
Nokhala	40:1	10,0
Tsoba	40:1	7,2
Zikhora	41:1	6,1
Zondeka	42:1	2,0
Mbambo	42:1	14,2
Rala	42:1	10,2
Sandile	43:1	7,2
Luxomo	43:1	15,1
Twecu	43:1	4,0
Mxolisi	44:1	1,0
Rode	44:1	11,9
Dyam-dyam	45:1	12,0
Hillingdale	45:1	9,2
Tyata	45:1	7,1
Mgcamana	46:1	9,2
Phozi	46:1	11,9
Dube	46:1	9,7
Feziwe	46:1	9,4
Emncotsha	47:1	23,6
Mooiplaats	48:1	17,9
Mtydo	48:1	7,5
Mzankeshe	49:1	10,0
Nyara	49:1	16,8
Kiwane	49:1	7,4
Xhama	50:1	10,7

TABLE 3.24 CISKEI: MIDDELDRIF CIRCUIT, PERCENTAGE REPEATERS ACCORDING TO PUPIL-TEACHER RATIO, 1978

School	Pupil-teacher ratio	% Repeaters
Lower Regu	28:1	11,8
Nongwane	29:1	3,4
Phakama	31:1	8,7
Washington	33:1	23,4
Dish	34:1	5,3
Zalaze	35:1	16,6
Nakani	35:1	7,7
Pirie	36:1	11,8
Oomfo	37:1	2,0
Zagodlo	37:1	9,8
Mzuitshane	38:1	15,0
Tyarahill	38:1	15,3
Upper Regu	38:1	10,9
Falconer	39:1	12,3
Mbizana	39:1	17,5
Mdizeni	39:1	6,3
Mxamli	39:1	5,0
Qibira	39:1	13,9
Annshaw	40:1	12,6
Ndindwa	40:1	8,6
Nchabasa	41:1	7,8
Knoppshipe	41:1	13,8
Dawuna	41:1	6,0
Mdlankomo	42:1	10,0
Nongwane	43:1	15,5
Cildara	43:1	6,4
Tyutyuza	44:1	8,9
Zixinene	44:1	8,0
Njwaxa	44:1	7,2
Ngwangware	44:1	10,9
Jikolo	45:1	8,1
Ngele	46:1	4,3
Ngqolowa	47:1	2,4
Angwenya	47:1	7,5
Debe Marcla	48:1	5,7
Mgxotyeni	48:1	7,5
Zihlahleru	48:1	9,0
Ciweru	49:1	9,4
Amatola Basin	50:1	2,1
Qamdobona	50:1	8,0
Sabane	50:1	5,1
Sakile	50:1	7,7
Nangu	51:1	18,0
Sityis	51:1	8,9

TABLE 3.24 CONTINUED

School	Pupil-teacher ratio	% Repeaters
Dikidikana	52:1	4,0
Qanda	53:1	8,2
Ntonga	53:1	11,9
Nqqele	54:1	3,5
Blair Helen	57:1	7,0
Machibini	63:1	5,3

SOURCE: Ciskei Department of Education, 1978, unpublished statistics.

For instance one school that has a pupil-teacher ratio of 28:1 has a repeater percentage of 11,8 per cent, whilst another one that has a pupil-teacher ratio of 29:1 has a low rate of repetition i.e. 3,4 per cent. It is also interesting to compare and contrast the percentage repeaters of the following schools with widely differing pupil-teacher ratios:

TABLE 3.25 CISKEI: MIDDELDRIF CIRCUIT SCHOOLS WITH HIGH AND LOW PERCENTAGES OF REPEATERS, 1978

School	Pupil-teacher ratio	% Repeaters
Machibini	63:1	5,3
Washington	33:1	23,4
Dish	34:1	5,3
Ngqele	54:1	3,5
Oomfo	37:1	2,6
Amatola Basin	50:1	2,1
Mxamli	39:1	13,9

SOURCE: Ciskei Education Department, 1978, unpublished statistics.

A comparison of the percentage of repeaters and pupil-teacher ratio in Table 3.25 above shows that pupil-teacher ratio has played no significant role in influencing the percentage of repeaters.

3.6.7 Peddie Circuit

TABLE 3.26 CISKEI: PEDDIE CIRCUIT, PERCENTAGE REPEATERS ACCORDING TO PUPIL-TEACHER RATIO, 1978

School	Pupil-teacher ratio	% Repeaters
Bingqala	28:1	2,9
Ganisa	29:1	8,6
Tuku	30:1	6,4
Sentse	31:1	8,2
Dan-dan	32:1	8,4
Legeni	34:1	11,8
Bebule	35:1	8,6
Amahlubi	36:1	25,2
Ketshane	36:1	6,1
Nyaniso	36:1	2,2
Nthanjeni	38:1	4,5
Mabefu	38:1	7,2
Ngqowa	39:1	4,7
Mpozalani	39:1	6,2
Lower Mgwadana	40:1	6,9
Ndlisa	42:1	8,3
Kusile	43:1	6,5
Vuyolwethu	44:1	10,7
Gqodi	44:1	18,8
Bizokhulu	44:1	2,3
Mtati	45:1	10,5
Ndwayana	46:1	9,2
Gwabeni	46:1	11,1
Qaletyuma	47:1	13,4
Godidi	47:1	38,3
Tyeni	47:1	15,8
Bulembu	48:1	10,8
Cisira	49:1	9,2
Masele	49:1	13,2
Nonibe	49:1	15,6
Qaukeni	50:1	26,5
Ntloko	50:1	5,4
Mbanyaza	51:1	3,9
Nobumba	51:1	1,1
Woodlands	51:1	1,9
Horton	52:1	7,9
Spruell	52:1	9,8
Zalara	53:1	8,6
Mqwashu	53:1	5,0
Maraule	53:1	11,4
Hlosini	53:1	6,2
Daninge	54:1	11,4
Qamnyana	54:1	5,9

79

TABLE 3.26 CONTINUED

School	Pupil-teacher ratio	% Repeaters
Dindala	55:1	3,6
Newtondale	56:1	12,0
Tamara	56:1	9,6
Tuse	56:1	6,8
Sobi	57:1	6,7
Bura	58,1	11,0
Qeto	59:1	8,4
Hhele	60:1	18,2
Mhlanganiso	60:1	10,9
Rayi	60:1	15,4
Mgwalana	61:1	7,5
Hamburg	63:1	10,8
Ndlambe	65:1	10,3
Mpako	72:1	7,8

SOURCE: Ciskei Department of Education, 1978, unpublished statistics.

Even in Peddie Inspection Circuit the pattern of grade repetition is the same as in the other circuits. One school with a high pupil-teacher ratio of 72:1 has 7,8 per cent repeaters, contrasting very well with one other school with a low pupil-teacher ratio of 36:1 but which has a percentage rate of repeaters, of 25,2 per cent. The influence of the pupil-teacher ratio on the incidence of repeaters becomes all the more bewildering when it is considered that in Peddie three schools with a pupil-teacher ratio of 36:1 have widely divergent repeater percentages of 25,2 per cent; 6,1 per cent and 2,2 per cent.

3.6.8 Zwelitsha Circuit

TABLE 3.27 CISKEI: ZWELITSHA CIRCUIT, PERCENTAGE REPEATERS ACCORDING TO PUPIL-TEACHER RATIO, 1978

School	Pupil-teacher ratio	% Repeaters
Entilini	21:1	0,0
Majali	22:1	19,4
Nonceba	23:1	15,3
Shushu	33:1	13,5
Bhaliti	35:1	7,8
Tyusha	35:1	8,8
Mzantsi	36:1	14,1
Bangilizwe	37:1	13,5
Ndileka	38:1	16,5
Mgqakwebe	38:1	17,7
Mbombo	38:1	7,9
Harpeton	38:1	14,8
Bangani	38:1	10,5
Bulelani	39:1	2,5
Mlakalaka	39:1	4,5
Peelton	39:1	15,3
Mure	40:1	17,5
Mxhalanga	40:1	11,4
Dubu	40:1	22,4
Dongwe	41:1	4,8
Balasi	43:1	20,3
Mgangxela	43:1	10,5
Noxolo	43:1	11,0
Zukile	43:1	5,6
Luytville	44:1	6,2
Gubevu	45:1	13,6
Jafta's Hill	45:1	15,9
Qhuru	46:1	5,4
Nomvume	48:1	4,3
Ishabo	48:1	2,2
Tyutyu	48:1	12,1
Ngqika	48:1	11,5
Bonke	49:1	11,5
Ngqutu	49:1	4,0
Nobanty	49:1	6,5
Zwelitsha	49:1	8,7
Nonthengo	50:1	8,0
Fort Murray	51:1	8,4
Ilitha	51:1	9,8
Nomvuzo	53:1	5,1
Quqqwala	53:1	10,9
Kamnyiba	53:1	9,9

TABLE 3.27 CONTINUED

School	Pupil-teacher ratio	% Repeaters
Nobuhto	54:1	13,7
Qongqotha	54:1	8,5
Skobeni	55:1	5,9
Zamukukhanya	55:1	11,5
Qalashe	57:1	9,6
Tshatshu	58:1	7,7
Ncemea	59:1	9,4
Nclevano	94:1	7,5

SOURCE: Ciskei Department of Education, 1978, unpublished statistics.

In the Zwelitsha Circuit as well, figures confirm the view that it cannot be categorically asserted that pupil-teacher ratio plays a decisive role in influencing the incidence of repetition in Ciskei primary schools. The school with the lowest pupil-teacher ratio of 21:1 had no repeaters but this was in contrast to another school which had the next lowest pupil-teacher ratio of 22:1 and a repetition percentage of 19,4 per cent.

Zwelitsha Circuit has an interesting case of one school that has an extremely high pupil-teacher ratio of 94:1 but has a low percentage rate of repetition, viz. 7,5 per cent.

3.6.9 The significance of pupil-teacher ratio

The above statistics on repeaters in relation to pupil-teacher ratio lead one to the uncomfortable conclusion that there is no direct link between pupil-teacher ratio and repetition of standards in Ciskei primary schools. Educational research undertaken in some developed countries has indicated that students in small classes learn no faster than those in bigger class groups (Simmons, 1974, p. 17). In fact some facts brought to light by this research suggest that the larger classes attain better learning results. T.D. Williams, (1979b, p. 71-72) agrees with Simmons who states that in the United States research has found no available evidence as to what actually constitutes a reasonable pupil-teacher ratio. On the other hand T.D.Williams may be right when he comments as follows on pupil-teacher ratio: "Some say its value appears in the long run, and that while examination results may not be any better, the real quality of learning is improved and this is reflected in subsequent creativity and adaptability" (1971b, p. 72)

This finding regarding the effect of pupil-teacher ratio on the incidence of repeaters should not be interpreted as a case for keeping the pupil-teacher ratio high. It is an incontrovertible fact, that a high pupil-teacher ratio places a heavy work load on the teacher and makes it impossible for him to give individual attention to his pupils.

The researcher had to go deeper into the question of pupil-teacher ratio because when he started this study, he was convinced that the high pupil-teacher ratio was one of the major contributory factors to the problem of repeaters. It was only when the research revealed that this was not necessarily the case that the researcher developed more interest in this trend which he felt must be examined.

With these statistics on repetition of standards in hand it is proper to see how they can help to demonstrate the actual workings of the Ciskei primary school system at this stage.

3.7 THE CONSTRUCTION OF A COHORT MODEL FOR CISKEI PRIMARY SCHOOLS

3.7.1 General remarks

An attempt has been made to construct a cohort model for boys in Ciskei primary schools. In order to be able to assess the full primary phase of seven years, we had to start with 1975. But commencing with 1975 has created problems because in 1975 Herschel and Glen Grey districts were still part of the Ciskei. These two districts were only excised at the end of 1975. Therefore the official statistics for 1975 included these two districts. However, to overcome this difficulty the enrolments for Herschel and Glen Grey were added together and subtracted from the Ciskei enrolment.

The second problem was that the 1975 enrolment figures did not separate boys from girls. This was overcome by dividing the 1975 enrolment figures (with Herschel and Glen Grey excluded) by two in order to give a close approximation of the figures for boys and girls separately. It is also important to note that the 1975 enrolment figures were obtained from the Annual Report (1975) of the Department of Education and Training.

The reason why the researcher has chosen boys for the cohort model is because they provide in the manpower needs of the country. It is therefore essential to know how the educational system is preparing them for that role in society.

The cohort model has been used to present this flow of manpower so that it could act as a model for the future when the economic efficiency of the educational system is being determined.

The old method of merely comparing the enrolment of the first year of schooling with that of the last year of the phase to assess the extent of drop-out has been proved to be misleading. The cohort diagram shows exactly what happens as pupils progress from Substandard A to Standard 5.

The following pages will show how this method can be used in Ciskei primary schools with the appropriate statistics at our disposal.

3.7.2 The cohort model as economic efficiency analysis applied to Ciskei

The purpose of the cohort model is to portray the flow of pupils through the educational system. This smooth flow of pupils is usually hindered by educational wastage, i.e. pupil repetition and pupils dropping out of the system. When pupils take more years than they ought to complete a school phase, then wastage has taken place. We shall now turn to the construction of a cohort model for Ciskei primary schools to illustrate this flow.

3.7.3 The primary school phase

Figures on pupil repetition are necessary for the construction of a cohort model. Statistics on pupil repetition have been gathered from Ciskei primary schools since 1977. The statistics for 1976 were obtained from the Research Unit for Education System Planning of the University of the Orange Free State and as has already been explained the enrolments for 1975 were derived from official figures of the Department of Education and Training. At that time Glen Grey and Herschel had not yet been excised from Ciskei.

Although no statistics on repeaters were available for the year 1975, for purposes of a cohort model this presented no problem because the repeater statistics for 1976 have been compiled. This is the situation because the repeaters of 1976 are in fact an outflow from 1975. In addition, for the successful construction of a cohort model statistics of at least seven consecutive years are required so as to be able to follow the flow of a group of pupils through a seven year primary phase. The first step was to construct a table which gives enrolment figures in Ciskei primary schools, (boys only) for the years 1975-1981 (see Table 3.28).

In view of the fact that there are no statistics on repeaters for 1975 a method of tracing repeaters in the same standards for 1976 has been devised. For example, if we say 15 702 pupils were enrolled in Substandard A, we can therefore state that:

(i) In 1976 the enrolment in Substandard A was 16 481 pupils, of which 1 813 were in Substandard A in 1975.

(ii) In 1976 there were 11 461 pupils in Substandard B, of which 1 329 were repeaters who were in Substandard B in 1975. This means that only (11 461-1 329) 10 132 pupils had been promoted from Substandard A in 1975 to Substandard B in 1976.

(iii) If we subtract from the Substandard A enrolment of 1975 (i.e. 15 702) the pupils who were promoted plus those who were repeating (10 132 + 1 813 = 11 945) it will be clear that there are 3 757 pupils who were not at school and may therefore be regarded as drop-outs.

Similarly these calculations should be carried out with all the other standards. In that manner the flow of promotions, repeaters and drop-outs throughout the educational matrix can be illustrated.

TABLE 3.28 CISKEI: ENROLMENT ACCORDING TO STANDARDS IN CISKEI PRIMARY SCHOOLS (BOYS ONLY), 1975-1981

Year	SSA	SSB	Std.1	Std.2	Std.3	Std.4	Std.5
1975							
Enrolment	15702	11123	10643	9153	8296	6723	5469
of which repeaters							
1976							
Enrolment	16481	11461	10428	9039	7958	6040	6382
of which repeaters	1813	1329	1512	1410	1289	846	1602
1977							
Enrolment	14873	10167	9163	7652	7123	5349	4922
of which repeaters	1634	1144	1229	987	1347	814	1150
1978							
Enrolment	18504	12617	11111	9425	8353	6623	5779
of which repeaters	1646	1243	1279	1050	1450	781	632
1979							
Enrolment	20495	13959	12268	10277	9824	7686	7352
of which repeaters	1927	1587	1548	1122	1462	1107	1270
1980							
Enrolment	17998	12420	11506	9403	8779	8925	6514
of which repeaters	2015	1364	1441	1098	1471	881	1046
1981							
Enrolment	22822	15762	13870	11350	11850	8734	7883
of which repeaters	2847	2042	2020	1375	1630	1160	1068

Thus from the above figures another table has been evolved giving the actual numbers of pupils who have been promoted, as well as the number of repeaters and drop-outs from each standard for the years 1975 to 1981.

TABLE 3.29 CISKEI: ENROLMENTS, REPEATERS, PROMOTIONS AND DROP-OUTS WITH ADJUSTED RATES (BOYS ONLY), 1975-1981

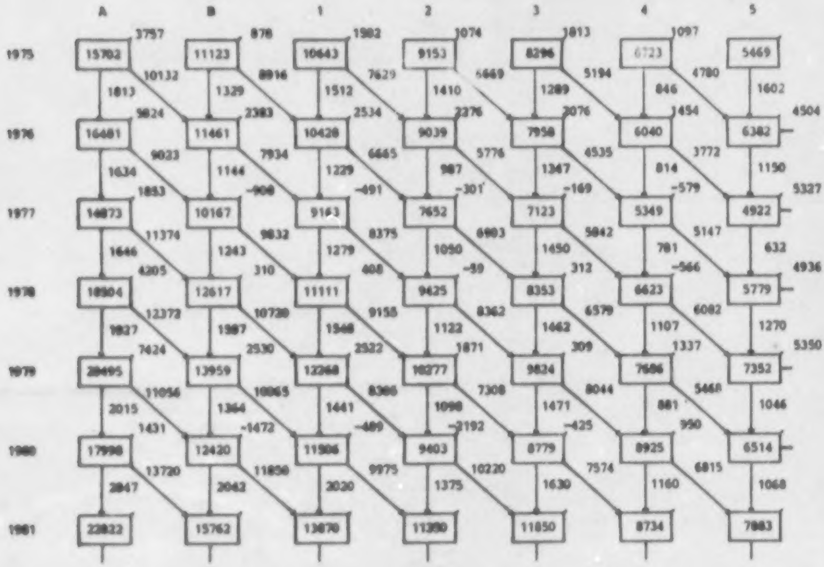
Year	SSA	SSB	Std.1	Std.2	Std.3	Std.4	Std.5	SSA	SSB	Std.1	Std.2	Std.3	Std.4	Std.5
1975														
Enrolment	15702	11123	10643	9153	8296	6723	5469	1000	1000	1000	1000	1000	1000	1000
Repeaters	1813	1329	1512	1410	1289	846	1602	116	119	142	154	155	126	203
Promoted	10132	8916	7629	6669	5194	4780		645	802	717	729	626	711	
Dropouts	3757	878	1502	1074	1813	1097		239	79	141	117	219	163	
1976														
Enrolment	16481	11461	10428	9039	7958	6040	6382	1000	1000	1000	1000	1000	1000	1000
Repeaters	1634	1144	1229	987	1347	814	1150	99	100	118	109	169	135	180
Promoted	9023	7934	6665	5776	4535	3772	4504*	548	692	639	639	570	625	706
Dropouts	5824	2383	2534	2276	2076	1454	728	353	208	243	252	261	240	114
1977														
Enrolment	14873	10167	9163	7652	7123	5349	4922	1000	1000	1000	1000	1000	1000	1000
Repeaters	1646	1263	1279	1050	1450	781	632	110	122	140	137	204	146	129
Promoted	11374	9832	8375	6903	5842	5147	5327*	765	967	914	902	820	962	1082
Dropouts	1853	-908	-491	-301	-169	-579	-1037	125	-89	-54	-39	-24	-108	-211
1978														
Enrolment	18504	12617	11111	9425	8353	6623	5779	1000	1000	1000	1000	1000	1000	1000
Repeaters	1927	1587	1548	1122	1462	1107	1270	104	126	139	119	175	167	220
Promoted	12372	10720	9155	8362	6579	6082	4936*	669	850	824	887	788	918	854
Dropouts	4205	310	408	-59	312	-566	-427	227	24	37	-6	37	-85	-74
1979														
Enrolment	20495	13959	12268	10277	9824	7686	7352	1000	1000	1000	1000	1000	1000	1000
Repeaters	2015	1364	1441	1098	1471	881	1046	98	98	117	107	150	115	142
Promoted	11056	10065	8305	7308	8044	5468	5350*	540	721	677	711	819	711	728
Dropouts	7424	2530	2522	1871	309	1337	956	362	181	206	182	31	174	130
1980														
Enrolment	17998	12420	11506	9403	8779	8925	6514	1000	1000	1000	1000	1000	1000	1000
Repeaters	2847	2042	2020	1375	1630	1160	1068	158	164	176	146	186	130	164
Promoted	13720	11850	9975	10220	7574	6815		762	954	867	1087	863	764	
Dropouts	1431	-1472	-489	-2192	-425	950		80	-118	-43	-233	-49	106	
1981														
Enrolment	22822	15762	13870	11350	11850	8734	7883	1000	1000	1000	1000	1000	1000	1000

* Successful completers

BEST COPY AVAILABLE

From the above table for 1975-1981, cohort models will be drawn in Figures 3.7 to 3.9. These cohort models will be done in three phases. Firstly the pupil enrolment per standard with repeaters, passes and drop-outs are given in actual numbers. Secondly, the drop-out, repeater and promotion figures are replaced by rates that have been calculated.

FIGURE 3.7 CISKEI: ENROLMENT, REPEATERS, PROMOTIONS AND DROP-OUTS IN PRIMARY SCHOOLS (BOYS ONLY), 1975-1981

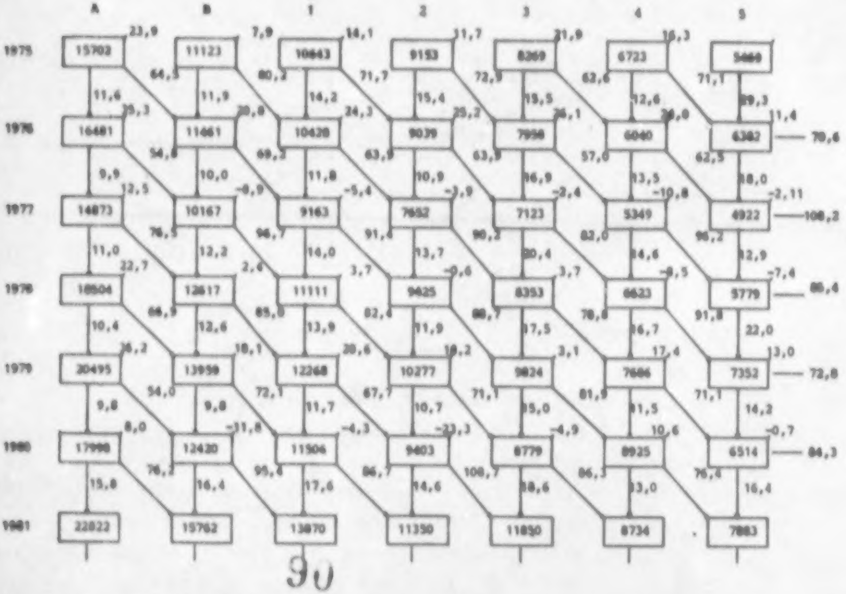

A B 1 2 3 4 5
3757 878 1982 1074 1813 1097
1975 15702 11123 10643 9153 8296 6723 5469
10132 8916 7629 6669 5194 4780
1813 1329 1512 1410 1289 846 1602
5824 2383 2534 2276 2076 1454 4504
1976 16481 11461 10428 9039 7958 6040 6382
9023 7934 6665 5776 4535 3772
1634 1144 1229 987 1347 814 1150
1853 -908 -491 -301 -169 -579 5327
1977 14873 10167 9163 7652 7123 5349 4922
11374 9832 8375 6903 5842 5147
1646 1243 1279 1050 1450 781 632
4205 310 408 -99 312 -566 4936
1978 18504 12617 11111 9425 8353 6623 5779
12372 10720 9155 8362 6579 6082
1827 1587 1548 1122 1462 1107 1270
7624 2530 2522 1871 309 1337 5350
1979 20495 13959 12268 10277 9824 7686 7352
11056 10065 8386 7308 8044 5468
2015 1364 1441 1098 1471 881 1046
1431 -1472 -489 -2192 -425 950
1980 17998 12420 11506 9403 8779 8925 6514
13720 11850 9975 10220 7574 6815
2847 2042 2020 1375 1630 1160 1068
1981 22822 15762 13870 11380 11850 8734 7883

This diagram shows the cohort flow of primary schools from 1975 to 1981. It gives a clear picture of repeaters, drop-outs and promotions over a period of seven years. The pupil enrolment has been entered in the spaces of the diagram. The pupils promoted are shown along the sloping arrows, indicating the flow from one standard to the other and from one year to another.

83 BEST COPY AVAILABLE

The number of repeaters are indicated along the vertical arrows, which means that the pupils have moved a year further and not a standard. The drop-outs per standard are indicated on the right hand side above each space. The drop-outs are calculated as the difference between pupil enrolment and the number of pupils promoted plus the repeaters. This cohort diagram makes provision for returns too. The striking feature of this diagram is the in-flow of pupils from outside the system. This in-flow accounts for the negative outflow in some standards. The negative outflow tends to obscure the real nature of the cohort. The inflow is due to the resettlement of people from the white areas and farms of the Republic of South Africa. The table below further elucidates the flow of pupils in Ciskei primary schools.

FIGURE 3.8 CISKEI: THE FLOW OF PRIMARY SCHOOL PUPILS (BOYS ONLY) WITH RATES, 1975-1981


A
B
1
2
3
4
5
1975
1976
1977
1978
1979
1980
1981
23,9
7,9
14,1
11,7
21,9
16,3
15702
11123
10643
9153
8269
6723
5460
64,5
80,3
71,7
72,9
62,6
71,1
11,6
11,9
14,2
15,4
15,5
12,6
19,3
25,3
20,8
24,3
25,2
26,1
26,0
11,4
16481
11461
10420
9039
7958
6040
6382
70,6
54,8
69,3
63,9
63,9
57,0
62,5
9,9
10,0
11,8
10,9
16,9
13,5
18,0
12,5
-0,9
-5,4
-3,9
-2,4
-10,8
-2,11
14873
10167
9163
7652
7123
5349
4922
108,2
76,5
96,7
91,4
90,2
82,0
96,2
11,0
12,2
14,0
13,7
20,4
14,6
12,9
22,7
2,6
3,7
-0,6
3,7
-8,5
-7,4
18504
12617
11111
9425
8353
6623
5779
86,4
66,9
85,0
82,4
88,7
78,8
91,8
10,4
12,6
13,9
11,9
17,5
16,7
22,0
26,2
18,1
20,6
18,2
3,1
17,4
13,0
20495
13958
12268
10277
9824
7686
7352
72,8
54,0
72,1
67,7
71,1
81,9
71,1
9,8
9,8
11,7
10,7
15,0
11,5
14,2
8,0
-11,8
-4,3
-23,3
-4,9
10,6
-0,7
17998
12420
11506
9403
8779
8925
6514
84,3
76,2
95,4
86,7
108,7
86,3
76,4
15,8
16,4
17,6
14,6
18,6
13,0
16,4
22822
15762
13870
11350
11850
8734
7883

BEST COPY AVAILABLE

This table has been derived from Table 3.29. This table is valuable because it shows the rates of promotion, repetition of standards and dropping out of pupils. It helps the reader to come as close as possible to the "behaviour" of a cohort of pupils as they may move along the educational matrix.

These rates are calculated by dividing the number of repeaters, drop-outs and promoted pupils by the enrolment of the standard from which they came. For example, the rates for Substandard A in 1975 should be calculated as follows:

(i) Promotion rate: $\frac{10132}{15702} = 64,5$

(ii) Repetition rate: $\frac{1813}{15702} = 11,6$

(iii) Drop-out rate: $\frac{3757}{15702} = 23,9$

The table with rates will be easily appreciated if we examine the wrong impression given by numbers in the table on promotions.

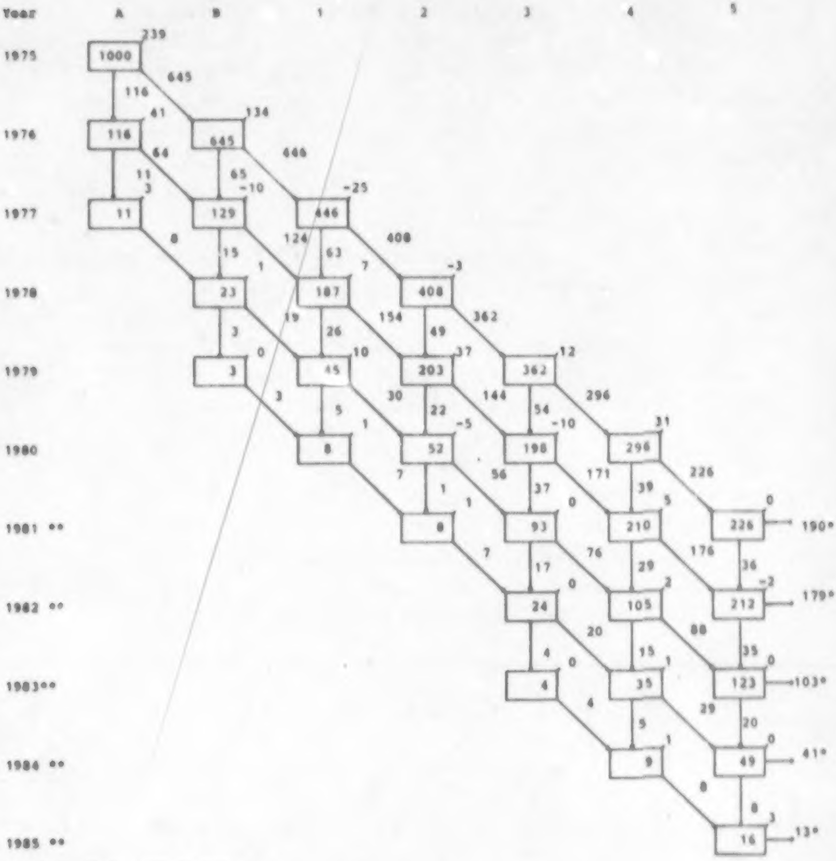
According to this table there were 15 702 pupils in Substandard A in 1975. In 1981 there were 7 883 pupils in Standard 5. The wrong conclusion usually drawn is that there was a wastage of 15 702 pupils minus 7 883 pupils i.e. 4 819 pupils.

On the contrary this diagram (with rates) indicates what actually happened to the original number that was enrolled in 1975. From the original number (i.e. 15 702) that was enrolled in Substandard A in 1975 only 10 128 pupils (64,5 per cent) passed Substandard A and were promoted to Substandard B in 1976. Only 69,2 per cent or

7 009 pupils out of 10128 were promoted to Standard 1 in 1977. Out of this number (i.e. 7 009) only 91,4 per cent or 6 406 pupils were promoted to Standard 2 in 1978. Only 5 682 pupils (88,7 per cent) were promoted to Standard 3 in 1979 and only 4 654 pupils (81,9 per cent) were promoted to Standard 4 in 1980. And only 3 556 pupils (76,4 per cent) reached Standard 5 in 1981. Thus of the original number of 15 702 pupils in Substandard A in 1975 the cohort diagram reveals that only 3 556 reached Standard 5 in 1981, and the actual wastage was 12 146 pupils.

For a clearer understanding of the flow of Ciskei primary school pupils through the system during the years (1975-1981) under study, the cohort will be reduced to 1 000 pupils so as to be able to make use of the rates of repetition, promotion and drop-out. This will give an idea of what has happened to every 1 000 pupils. This diagram will also show the extent of repetition:

FIGURE 3.9 CISKEI: FLOW OF A COHORT OF 1 000 PUPILS (BOYS ONLY), 1975-1985


Year
A
B
1
2
3
4
5
1975
1000
239
645
116
1976
116
41
645
134
64
446
11
65
3
-10
-25
1977
11
129
446
8
124
408
15
63
1
7
-3
1978
23
187
408
19
154
362
3
26
49
0
10
37
12
1979
3
45
203
362
3
30
144
296
5
22
54
1
-5
-10
31
1980
8
52
198
296
7
56
171
226
1
37
39
1
0
5
0
1981 **
8
93
210
226
190*
7
76
176
17
29
36
0
2
-2
1982 **
24
105
212
179*
20
88
4
15
35
0
1
0
1983**
4
35
123
103*
4
29
5
20
1
0
1984 **
9
49
41*
8
8
3
1985 **
16
13*

* Successful completers.

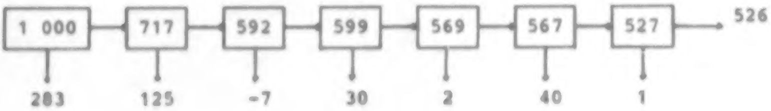
** Based on the average percentage repeaters and promotions for the previous four years in each standard

BEST COPY AVAILABLE

The above figures show that of the 1 000 pupils in Substandard A in 1975 at the end of the year 239 dropped out, 116 repeated Substandard A and 645 were promoted to Substandard B in 1976. Of the 645 pupils in Substandard B in 1976, 69,2 per cent or 446 pupils were promoted to Standard 1 in 1977, while 20,8 per cent or 134 pupils dropped out and 65 pupils (10,0 per cent) repeated Substandard B in 1977. It must be clear that the total number of 129 pupils in Substandard B in 1977 is the total of Substandard B repeaters (65) of the 1976 class group and those pupils who had been promoted (64) from Substandard A.

Eleven (11) pupils repeated Substandard A for the second time in 1977. Out of this number (11 pupils) three (3) dropped out by the end of the year and eight (8) were promoted to Substandard B. In this way, making use of the rates of repetition, promotion and drop-out, a completely reconstructed cohort of the original group of 1 000 pupils can be drawn. Further analysis of this cohort of 1 000 pupils will show how many pupils successfully completed the school phase and how many fell by the wayside. The following diagram serves as a guide:

FIGURE 3.10 CISKEI: THE DEVELOPMENT OF THE COHORT OF 1 000 BOYS



SOURCE: Derived from Figure 3.9

The development of the cohort of pupils who remained in the educational system may be calculated by subtracting the number of drop-outs from the original enrolment of 1 000 pupils. In Figure 3.9 the total number of 283 pupils (239 + 41 + 3) were drop-outs in Substandard A, leaving 717 pupils to move to Substandard B. Only 592 reached Standard 1 because 125 had dropped out. Of the cohort of 1 000 pupils who entered Substandard A in 1975 only 526 reached Standard 5.

Pupil repetition of standards may be further clarified by means of an efficiency table as follows:

According to Figure 3.9 116 repeated Substandard A once, and 11 pupils twice. Therefore there were 1 127 pupil years spent in Substandard A. In Substandard B 800 pupil years were spent, in Standard 1 686, in Standard 2 671, and in Standard 3 681, in Standard 4 655, and in Standard 5 626. The total number of pupil years spent by 1 000 pupils was 5 246 pupil years, while only 526 pupils successfully completed the phase. If only seven years had been spent by the 526 successful pupils, the optimum investment would then have been 3 682 pupil years (526 X 7). This means that 1 564 pupil years (5 246 - 3682) have been wasted.

In other words it took 526 Ciskei pupils 5 246 pupil years to complete their primary school phase, which is an average of 10 years ($\frac{5246}{526}$) which is required for one pupil to complete successfully the seven year primary school phase. Therefore it will take one pupil 1,4 years to complete one year successfully. This is referred to as the input-output ratio (Unesco, IBE, 1972, p. 40).

During the period 1975 to 1981, the percentage of wastage in terms of pupil years actually spent amounts to 30,0 per cent (i.e. $\frac{1564}{5246}$). If 30,0 per cent of all pupil years spent on primary education is regarded as being wasted, then 30 per cent of the total expenditure on primary education in the space of seven years can also be regarded as wasted. Of the total expenditure on primary education, only 70 per cent is being profitably used.

This economic analysis is summarised in the following table:

TABLE 3.30 ECONOMIC EFFICIENCY ANALYSIS

NUMBER OF PUPIL YEARS* SPENT ON:	
Substandard A	1 127
Substandard B	800
Standard 1	686
Standard 2	671
Standard 3	681
Standard 4	655
Standard 5	526
Total number of pupil years spent	5 246
Output	526
Optimum pupil years (7 years phase)	3 682
Wasted pupil years	1 564
Years necessary per pupil to complete the 7 year school phase successfully:	
$(\frac{5246}{526})$	10 years
Input-output rate	1,4
Percentage pupil years wasted	30%

---

* A pupil year is one year spent by one pupil in one standard. This is an extension of the well-known economic terms man years and man hours.

3.8 SUMMARY

The statistical analysis of repeaters undertaken in this chapter has revealed that repetition of standards exists in all Ciskei primary schools. The analysis has also revealed that Standards 3 and 5 are problem areas where the phenomenon is greatest. In addition the data have indicated that more boys than girls repeat standards.

Though size of school and pupil-teacher ratio have been dealt with at length, the impression should not be gained that these two factors are more important than others. It was the nature of these factors that necessitated this long investigation. One year is not enough to reach finality on the matter but it has been shown that there is no proven relationship between pupil-teacher ratio and size of school on the one hand and pupil repetition of standards on the other.

Flow diagrams have been drawn to illustrate the economic effectiveness of Ciskei primary school education. These cohort diagrams show the rates of repetition, promotion and drop-out.

One compelling conclusion drawn from this chapter is that for the five years under consideration the phenomenon of repetition of standards has remained virtually the same.

The following chapter will refer to a literature study of the factors influencing repetition of standards, but great stress will be laid on the investigation of the causes of the phenomenon in Ciskei primary schools.

CHAPTER 4

INTERNAL AND EXTERNAL FACTORS CONTRIBUTING TO PUPIL REPETITION IN DEVELOPING COUNTRIES WITH EMPHASIS ON THE CAUSES IN CISKEI PRIMARY SCHOOLS

4.1 GENERAL REMARKS

In Chapter 3 an analysis of statistics on pupil repetition of standards in Ciskei primary schools was attempted. It became clear that the phenomenon of pupil repetition was a reality that would have to be faced squarely by Ciskei education authorities for some time. In Chapter 4 an attempt will be made to inquire into the factors that contribute to the existence of the phenomenon of pupil repetition in developing countries in general and in Ciskei primary schools in particular.

The causes of the phenomenon of repetition of grades in developing countries will be based on views expressed by educationists on the phenomenon. The factors contributing to pupil repetition in Ciskei primary schools will however be looked into in view of the research done by the researcher during the period 1978 to 1981.

4.2 CAUSES OF REPETITION, PERSPECTIVES IN LITERATURE

4.2.1 A general discussion of some of the internal and external causes

The phenomenon of repetition may be attributed to numerous causes.

In order to understand the problem of repeaters in Ciskei, a closer look at the causes and remedies in other parts of the world will be necessary. Brimer and Pauli (1971, p. 63) distinguish between internal factors inherent in the system and external factors, both contributing to the problem.

Of the internal factors, the following may be mentioned:
- the teacher's qualifications, experience and preparation of lessons
- curriculum content
- teaching methods
- policy of promotion
- transition between school phases
- textbooks and equipment
- examination and standard.

The following factors are regarded as external:
- poverty
- language difficulties
- home problems (farming problems)
- behaviour patterns of parents and the community
- attitude towards and interest in education
- motivation of pupils towards education
- illiterate parents.

In his study of education in Africa and India Castle (1972, p. 110) found that repetition was due to, inter alia:

- poverty
- ignorance of advantages of education
- long journeys to school and on empty stomachs
- use of children as workers at home
- illness due to malnutrition and lack of medical care.

Wastage is discussed at length by Curle (1969, pp. 51-57) in his studies of educational problems in Ghana and Pakistan. He stresses that the greatest single cause of repetition is the poor quality of education and teaching. In Pakistan 30 per cent of the teachers are unqualified. Commenting strongly on the low standard of education in India and Pakistan, Curle says "there is very little that a limited and ignorant teacher can do, ... he can do nothing but instruct in a wooden and automatic fashion, relying greatly on the method of rote learning by which he was taught himself" (1969, p. 53).

The reasons given by Cameron and Dodd (1970, p. 111) as applying in Tanzania are:

- apathy of some parents
- traditional use of child labour in the home and in the fields
- the long distances pupils have to walk to school
- dull teaching in depressing buildings and ill-equipped classrooms.

Wall _et al_. (1962, p. 10) castigate the examination system for this problem. They have made a thorough study of the promotion system in the primary schools of Belgium and Geneva where they found that "pupils who have failed once already tend in about half the cases to fail again and again" (p. 14). The overall percentages of pupils who have repeated a class at least once are: boys 30 per cent; girls 25 per cent; and in 1947 of a total generation entering the first year, only 58 per cent reached the sixth year without some repetition.

A survey of educational problems in Uganda and Tanganyika by Castle (1966, p. 75) attributes wastage to:
- poverty
- parental attitude
- ignorance and indifference to advantages of education
- weariness from long journeys to and from school
- prolonged illness due to parental negligence or inadequate medical attention
- the general lack of co-operation between parents and children.

In a study on the education in Pakistan Coombs (1968, pp. 68-71) blames the examination system with its selective character for the phenomenon of wastage. Curle (1966, pp. 62-64) also attributes repetition to "a rigid examination system based upon a stereotyped curriculum to overcome the all - too frequent deficiencies in instruction" (p. 62).

McGinn and Davis (1969, pp. 113-134) who studied education in Ciudad Guyana agree that the examination system is the source of the repetition of grades. They say most teachers are "undertrained and overwhelmed" and that parents do not motivate their children. Court and Ghai (1974, p. 123) also blame the severe primary education examinations for repetition of grades in Kenya.

According to Hanson and Brembeck (Unesco, 1972, p. 335) repetition in the primary schools of West Cameroon was due to:

- lack of trained teachers
- lack of suitable classrooms and equipment.

In his survey of education in Bangladesh Husain (1973, pp. 41-42) found that the causes of repetition could be:
- use of children as labourers at home; to work in fields and look after stock
- poverty
- malnutrition and poor health
- long distances to travel
- unattractive schools
- inadequately trained teachers
- lack of instructional aids
- curriculum unsuitable to the needs of the children
- faulty teaching methods
- rigid annual examinations.

Repetition in rural Uganda, according to Wallace and Weeks (1975, pp. 8-11) is the result of:
- poor and overcrowded classrooms
- lack of teaching aids
- unqualified teachers
- poverty
- ill health
- stringent examination system.

Of the children in Kalungu district 54 per cent admitted repeating at least one year in the primary school; 73 per cent repeated in Bugadu and 36 per cent in Olulu.

In Lesotho J.C. Williams (1971, pp. 7-9) found that repetition of grades was due to:
- widespread lack of equipment and teaching aids; practically the only teaching aid in most schools is the blackboard;

- shortage of classrooms e.g. six classes in one classroom in some cases. Of the 225 primary schools 71 per cent possessed only one classroom. Many children receive instruction in the open air;
- shortage of furniture and books;
- high pupil-teacher ratio in the lower primary classes, being 72:1 in 1965;
- wide variations in the sizes of classes; in 1963 teachers were in charge of groups ranging from 17 pupils to as many as 16o pupils (p. 9).

Westby-Gibson (1965, pp. 288-289) attributes wastage to:
- low academic aptitude
- lack of reading skill
- high cost of education - a child with no books and school clothes will run away from school.

In many cases the repetition of grades is associated with the father's occupation and the more general social background of the child (see Hunt , 1973, p. 485).

Hurwitz (1964, p. 34) considered wastage in the black schools of South Africa. He found the following causes:
- poverty
- poor home surroundings, not conducive to study, hence high failure rate leading to drop-out
- large numbers in lower classes
- inefficient teachers
- introduction of new languages.

Bakhshi (1977, pp. 85-87) attributes repetition of grades in India to:
- sociological and economic factors

- high pupil-teacher ratio
- irregular attendance.

Husén (1972, p. 132) correlates repetition with social background in order to show how costly repetition is for the low income groups.

In his study of education in developing countries Beeby (1966, p. 17) found the following causes of repetition of grades:

- poor teaching
- poverty
- ill health
- irregular attendance
- parental apathy
- demand for child labour.

According to Huq (1975, p. 115) the following causes of repetition are applicable to South and South East Asia:

- low economic status and negative attitude of parents
- poor quality of home environments
- bad state of public health
- transport problems in rural areas
- quality of resource input.

In Peru, Hay (1976, p. 50) found the following to be contributory factors to repetition of grades:

- positive economic factors e.g. available farming assistance
- the need to work
- sickness and change of domicile.

In a thorough study of primary education in India, Rawat (1973, p. 31) found the major causes of this wastage to be:

- heterogeneity of age-groups
- fresh admission throughout the year
- irregularity of attendance
- a defective system of education
- stagnation or failure
- lack of emphasis on the teaching of reading
- lack of books and stationery for pupils
- large classes (high pupil-teacher ratio)
- defective curricula
- improper techniques of teaching in primary classes
- parental indifference to education (lack of programmes of social education)
- lack of attraction and holding power of schools
- incomplete schools and single teacher schools
- poor co-ordination between the educational system and the needs of the community
- lack of improvement of the competence and of the social as well as economic status of teachers
- ineffective and inadequate co-curricular activities in the schools
- lack of motivation for learning in pupils
- excessive involvement of the pupils in domestic work to assist the parents
- ineffective inspection and supervision in schools
- lack of instructional material suitable for primary schools.

Vixaysakd (1973, p. 94) explains this phenomenon by the introduction of the French language in the second stage which is difficult to teacher and child alike.

Brimer and Pauli (1971, p. 30) argue that social class and educational opportunity are linked.

An analysis of the causes of repetition given in above studies will reveal which causes are common to all the countries mentioned.

The following table (4.1) is a summary of the most important reasons for repetition that have been mentioned in the literature consulted by the researcher. (The figure next to the factor represents the number of studies in which the particular factor has been mentioned):

TABLE 4.1 REASONS FOR PUPIL REPETITION, GATHERED FROM LITERATURE

	Reasons	Frequency
1.	Poor teaching or education/ unqualified teachers/ inadequate training of teachers	11
2.	Rigid examination system	9
3.	Illness/malnutritioh/ poor health	9
4.	Apathy of parents	8
5.	Long distances	7
6.	Poverty	7
7.	Use of children as labourers	5
8.	Lack of teaching aids	4
9.	Ignorance of the advantages of education	4
10.	Irregular attendance	3
11.	High pupil-teacher ratio	3
12.	Unattractive schools	3
13.	Unsuitable curriculum	2

SOURCE: Books in Bibliography.

The internal factors mentioned in Table 4.1 are:

- poor teaching or education/unqualified teachers/ inadequate training of teachers
- rigid examination system
- lack of teaching aids
- high pupil-teacher ratio
- unsuitable curriculum

The external factors are:

- illness/malnutrition/poor health
- apathy of parents
- long distances
- poverty
- use of children as labourers
- ignorance of the advantages of education
- irregular attendance
- unattractive schools.

From the foregoing, it should be clear that most studies referred to above regard poor teaching or unqualified teachers as the major cause of grade-repetition in schools. Next to poor teaching is the examination system itself. These are factors that operate within the educational system itself.

4.2.2 Internal factors, explanatory remarks

(a) Rigid examination system

Many writers, such as Brimer and Pauli (1971, pp. 64-65) do not favour a system of promotion on the basis of teacher-made tests and end-of-the-year examinations. They feel that tests and examinations express in numerical form the acquisition of a certain sum of knowledge and show only computed figures. They question the aim of examinations: Is it "to capture a momentary state?", to "test the capacity to reel off words?" or to "measure creativity?"

Why should the future lives of children continue to be determined by such dubious methods? Brimer and Pauli (1971, p. 70) argue that the problem is that those teachers who have managed to pass through this rigorous system of selection tend to believe in "their abilities" and think it normal that others should fail.

(b) Teacher-training

The type of training of primary school teachers which only gives them a smattering of everything and has an "encyclopaedic" nature is condemned by Brimer and Pauli (1971, p. 83).

Lallez (1974, p. 15) states in no uncertain terms that if children are being poorly educated the cause must be sought, first of all, in the educators themselves and their training must be improved and reformed. He says that in the Cameroons it was generally accepted that the main reason for the poor performance of the educational system was the insufficient training of the vast majority of primary school teachers (Lallez, 1974, p. 14).

Wallace and Weeks (1975, p. 11) in agreeing with Lallez, refer to the following extract from Gunmar Myrdal's *Asian Drama*: "With an insufficiency of trained teachers and the low competence of even those who are considered qualified, and with a scarcity of teaching aids teaching in Primary Schools is often reduced to an attempt to impart formal literacy and a smattering of information about a variety of subjects.".

When writing on repeaters Williams (1971, p. 14) reports that in Lesotho there is a severe shortage of teachers with adequate qualifications. McGinn and Davis (1969, p. 119) contend that one of the reasons for the poor quality of education in Ciudad Guayana is that many teachers are "undertrained and overwhelmed".

With reference to Uganda and Tanganyika Castle (1966, p. 111) found that teaching was far below standard, which might be the result of inadequate training. Beeby (1966, p. 17) is also of the opinion that poor teaching is largely to blame for the problem of repetition and Beeby says (p. 27) that changes and innovations in education may fail due to insufficient training of teachers in the Ivory Coast.

Curle (1969, pp. 52-57) discusses at length the fact that poor quality of teaching is largely responsible for repetition in Ghana and Pakistan. He complains that 30 per cent of teachers in India and Pakistan are unqualified, many with less than 10 years of schooling. He argues that there is very little that an unqualified teacher can do to improve the quality of education. He can only sustain interest in his subject by using the weapons of fear. Coombs (1968, p. 34) puts it cynically that "We can usually find enough willing warm bodies to keep order in the classrooms. Our problem is to find enough who can also teach."

In order for any educational strategy to work successfully, Unesco states clearly that it must have the active support of a group of well-trained, well-educated and interested teachers. On this topic Hanson and Brembeck (Unesco, 1972,

p. 335) concur that untrained teachers are responsible for the repetition of grades.

Brimer and Pauli (1971, p. 83) suggest that pre-service and in-service training of teachers have an important bearing on the problem of repeaters and state that the main weakness of the primary school teacher training is due to the fact that specialization is not encouraged.

(c) Pupil-teacher ratio

Although a high pupil-teacher ratio is widely regarded as a contributory cause of pupil repetition as it is argued that the teacher does not get enough time for individual attention (Phillips, 1975, p. 45), several writers disagree on this point. Williams (1971, p. 71) for instance, maintains that no objective evidence has been given that class size has a significant effect on pupil performance. He says that experiments in the United States have shown that class size seems to have a minor effect. Simmons (1974, p. 17) is of the same opinion when he says that pupils in classes of twenty-five learn no faster than those in classes of forty pupils. He goes further to say that some of the evidence suggests that the bigger classes perform better than the smaller ones. On the other hand Bakhshi (1977, p. 86) maintains that "Overcrowding makes it impossible for the best of teachers with the best intentions to give their best to the students. Smaller numbers will make supervision, the checking of work assignments and personal contact more practicable." Lallez (1974, pp. 12-13) agrees with Bakshi.

(d) Medium of instruction

The issue of the use of a foreign language as the medium of instruction has caused a great deal of concern among educationists. Phillips (1975, p. 53) categorically states that language difficulties are a contributing cause of grade-repetition in many countries. He proposes what he calls "Compensatory Courses" for children who do not speak the language that is used as a medium of instruction.

Castle (1966, pp. 204-207) poses the question of when the change-over to the foreign language that is to be used as medium of instruction should take place. He raises a number of pertinent pedagogical facts, inter alia, that the education of children should begin in their mother-tongue because it is through the home as an educational agency that the formative influences of custom and the educational security of childhood are transmitted. It is further argued that if on entry to school the child has to learn a new language then the problems of adjustment become more difficult - hence the child resorts to rote learning. Castle concludes that the best way of learning a new language is not to increase the number of periods but to extend its use as a medium of instruction.

Studying three villages in Uganda, Wallace and Weeks (1975, p. 10) found that although the medium of instruction is supposedly English most teachers rely heavily on the vernacular for explaining and giving instructions. Hans (1971, p. 43) warns against imposing a foreign language as medium of instruction and contends that through enforcement an educational system may produce "a generation with a superficial verbal knowledge un=

connected with its surroundings and previous experience."

Malherbe (1977, p. 56) refers to a survey conducted by the National Bureau of Educational and Social Research into bilingualism in South African homes and schools. In the survey in which 18 000 pupils were involved, it was found inter alia:

- that pupils improved in their second language when it was also used as a medium of instruction and not merely taught as a subject;
- where it was not used as a medium of instruction, the second language improved where English and Afrikaans-speaking pupils attended the same school;
- the pupil's proficiency in the first language did not suffer either by having the two language groups represented in the same school or by using the second language as an ancilliary medium.

Malherbe (1977, pp. 126-127) advocates an early start in the teaching of the second language, at least not after the age of 12 years. He supports his argument by quoting from Wilder Penfeld, the world-famous director of the Montreal Neurological Institute who says: "The mother's method of direct language can be used for second language, but this should begin before the age of six or eight if possible" (p. 126).

In a detailed study on the mother-tongue as the medium of instruction in the education of the black peoples of Africa and the Republic of South Africa Helm (1980, pp. 341-345) concludes that the choice for policy makers regarding the medium of instruction lies between the following three possibilities:

- The first possibility is that of using mother-tongue as a medium of instruction for all subjects,excluding

Afrikaans and English, up to the end of the fourth year of schooling (which is Standard 2). From the fifth year either English or Afrikaans is gradually introduced as the new medium of instruction. It is recommended that when making explanations in the class= room situation the mother-tongue may be used even after the switch over to the second language as the medium of instruction. The mother-tongue, Afrikaans and English should be taught as subjects, the mother-tongue from the first year of schooling, and the language which will be the medium of instruction from the beginning of the fifth year should be introduced towards the end of the first year of schooling.

- The second choice differs from the first one in that the stage of switching over to the new medium of instruction is suggested to be at the beginning of the secondary schooling.
- The third possibility explained by Helm implies mother-tongue instruction up to the end of secondary schooling.

Helm states that the first possibility might be perhaps the most acceptable choice for policy makers.

4.2.3 External factors, explanatory remarks

(a) Parental attitudes

Parental attitudes towards school are shaped by parents' own experiences. Parents who were not happy at school will never have a high regard for school. They just regard school as a "prison" for their children whose labour they need at home (see Brimer and Pauli, 1971, p. 92). It goes without saying that children of such parents will not show much interest in school work.

(b) Use of children as labourers at home

Underlying this practice of use of children as labourers is the traditional belief that children are supposed to work at home (Brimer and Pauli, 1971, p. 95). These duties that children perform are of some benefit to the limited economy of the family e.g. harvesting. Loss of harvest means a big difference between starvation and sufficiency. This use of children as a labour force adversely affects school attendance. It is not that the parents are against schooling so much as that they do not understand the practical value of education.

(c) Poverty

Castle (1972, p. 110) says that the major cause of repetition in East Africa is that thousands of children go to school on an empty stomach. He depicts a depressing picture of the condition of schools in this region, viz. frugal meals, mud and wattle walls, no cupboards, mud benches and poor quality exercise books. Hence he advocates a midday meal. In this respect Brimer and Pauli (1971, p. 97) state that by the time he reaches school going age, if he survives the health hazards, the child will be in a weakened condition, inclined to be lifeless, passive and having difficulty in attending.

Simmons (1974, p. 20) points out that the children of the poor have more responsibilities than just doing well in school as is the case with the upper and middle income children. They have to run errands, to tend animals, to look after siblings, and by the age of 14 to do the work of adults. Poor parents do not understand education and thus do not motivate their children.

4.3 INTERNAL AND EXTERNAL FACTORS CONTRIBUTING TO THE PHENOMENON OF PUPIL REPETITION IN CISKEI PRIMARY SCHOOLS

In this section the standpoints of teachers, school principals, inspectors of schools, educational planners and other leading Ciskei educationists on probable causes of pupil repetition as stated in the questionnaires and interviews will be summarized. It should be constantly borne in mind that no single reason can be held solely responsible for this complex phenomenon. It should further be borne in mind that the overall effect of the magnitude and seriousness of the problem of repeaters is the malfunctioning of the educational system. Large numbers of pupils occupy the same places they occupied the previous year and the same or more teachers may be employed to teach them.

This analysis of the factors that have contributed to the high incidence of repeaters in Ciskei primary schools is undertaken with a view to finding out what could be done to improve the quality of education in Ciskei. The purpose is to diagnose the problem and design a future strategy to improve the quality of education in Ciskei primary schools. In other words repetition of grades is an issue of quality of education.

4.3.1 Causes of repetition given by principals in 1978

The causes for repetition as given by principals of primary schools in the "Form in respect of repeaters in Ciskei primary schools, 1978" have been taken and arranged in a tabular form:

TABLE 4.2 CISKEI: CAUSES OF REPETITION GIVEN BY PRINCIPALS, 1978

	Cause	No. of Principals who gave each reason
1.	Irregular attendance	216
2.	Pupil-teacher ratio	44
3.	Uninterested parents	39
4.	Lack of exercise books	28
5.	Hunger, poverty, starvation	22
6.	Lack of individual attention	20
7.	Slow learners (dull pupils)	15
8.	Automatic promotion	14
9.	Lack of foundation in previous classes	11
10.	Home conditions	7
11.	Lack of teaching aids	6
12.	Double sessions	6
13,	Distance from school	6
14.	Parents move from place to place	5
15.	Teachers' methods of teaching	4
16.	Overloaded syllabi	4
17.	Illness	4
18.	Pupils from other schools	4
19.	Lack of accommodation (classrooms)	4
20.	Lack of furniture	4
21.	Platoon system	4
22.	Handicapped children	3
23.	Combined classes	3
24.	Inexperienced teachers	2
25.	Unprepared lessons	1
26.	School riots	1
27.	Lack of supervision	1
28.	Lack of buildings	1
29.	Initiation school for girls	1

SOURCE: Form in respect of repeaters in Ciskei primary schools, 1978.

In the same "Form in respect of repeaters in Ciskei primary schools,1978" the following reasons for the problem of repeaters are given. These reasons were given to explain the phenomenon of irregular attendance:

TABLE 4.3 CISKEI: PRINCIPALS' EXPLANATIONS FOR IRREGULAR ATTENDANCE, 1978

	Explanations	No. of principals who gave each reason
1.	The use of boys as: herdboys/for ploughing and reaping/dipping of cattle	33
2.	Use of boys to sell fruit and vegetables	1
3.	Illness	6
4.	Girls looking after babies	4
5.	Cold or bad weather	9
6.	Working on farms	1
7.	Working parents (no control over pupils)	4
8.	Poverty	1
9.	Resettled families	1
		60

SOURCE: Form in respect of repeaters in Ciskei primary schools, 1978.

Not all principals volunteered these explanations and those who offered the explanations did so of their own free will.

It is interesting to observe that most of the reasons given by principals as causes of the phenomenon of pupil repetition are external factors. The principals have mentioned only a few internal factors and only a negligible minority have referred to these internal factors. Not a single principal has mentioned the all important factor of teachers' qualifications, both academic and professional. Perhaps this is due to the fact that in the Ciskei primary schools all teachers have had some professional training. Another reason may be that human nature being what it is nobody is too ready to say the reason for any wrong lies within himself. Thus principals cannot be expected to see themselves as largely responsible for the shortcomings of the educational system.

TABLE 4.4 CISKEI: EXTERNAL FACTORS GIVEN BY PRINCIPALS IN QUESTIONNAIRE, 1978

	Factor	Number of principals
1.	Irregular attendance	216
2.	Parents (not interested, uninformed)	39
3.	Hunger, poverty, starvation	22
4.	Slow learner	15
5.	Home conditions	7
6.	Distance from school	6
7.	Parents move from place to place	5
8.	Illness	4
9.	Handicapped children	3
10.	School riots	1
11.	Initiation school for girls	1

SOURCE: Form in respect of repeaters in Ciskei primary schools, 1978.

118

Principals gave the following factors which are internal to the educational system:

TABLE 4.5 CISKEI: INTERNAL FACTORS GIVEN BY PRINCIPALS IN QUESTIONNAIRE, 1978

	Factor	No. of principals who gave reasons
1.	High pupil-teacher ratio	44
2.	Lack of exercise books	28
3.	Lack of individual attention	20
4.	Automatic promotion	14
5.	Lack of foundation in previous classes	11
6.	Lack of teaching aids	6
7.	Double sessions	6
8.	Teachers' methods of teaching	4
9.	Overloaded syllabus	4
10.	Pupils from other schools	4
11.	Lack of accommodation (classrooms)	4
12.	Lack of furniture	4
13.	Platoon system	4
14.	Combined classes	3
15.	Inexperienced teachers	2
16.	Lack of lesson preparation	1
17.	Lack of supervision	1
18.	Lack of buildings	1

SOURCE: Form in respect of repeaters in Ciskei primary schools, 1978.

4.3.2 Causes of repetition given by principals in 1979

In 1979 responses from the principals to the question on the causes of repeaters indicate the same tendency to place more emphasis on external factors and less on internal factors. Only a few of these factors will be taken to illustrate the point:

TABLE 4.6 CISKEI: CAUSES GIVEN BY PRINCIPALS IN QUESTIONNAIRE, 1979

	Factor	No. of principals who gave reasons.
External factors		
1.	Irregular attendance	294
2.	Non-co-operation of parents	63
3.	Starvation/hunger/poverty	62
4.	Environmental problems	17
Internal factors		
1.	Pupil-teacher ratio	58
2.	Lack of facilities/equipment	45
3.	Automatic promotion	18
4.	Weak foundation	16
5.	Carelessness of pupils	14
6.	Language problems of beginners	10
7.	No guidance to teachers	9

SOURCE: Form in respect of repeaters in Ciskei primary schools, 1979.

From the above tables it becomes clear that according to the principals among the most important external factors causing the phenomenon of repeaters are:
- irregular attendance
- lack of parental interest/encouragement
- poverty/starvation/hunger.

The above factors have been mentioned by most principals in that order in the years 1978 and 1979.

The internal factors to which principals have made constant reference are:
- pupil-teacher ratio
- lack of facilities/equipment
- automatic promotion
- lack of foundation in previous classes.

4.3.3 Causes apparent from interviews with principals and teachers

In 1978 and 1979 the researcher conducted some personal interviews with principals and assistant teachers in the Zwelitsha Circuit (mainly rural) and principals of primary schools in the Mdantsane Central Circuit. Mdantsane Central Circuit was chosen because it is entirely urban, hoping that interviews with these principals might give a different dimension to the problem of repeaters. One hundred and twenty-six assistant teachers and 80 principals were interviewed. The researcher considered this figure representative enough to see if the personal interviews would confirm the views of the principals in the questionnaire.

(a) Principals' views

The following are reasons given by principals in the Zwelitsha and Mdantsane Central Circuits for the problem of repeaters:

TABLE 4.7 CISKEI: CAUSES GIVEN BY PRINCIPALS IN PERSONAL INTERVIEWS, 1978 and 1979

	Reason	No. of principals who gave reasons
1.	Irregular attendance	50
2.	Poverty, inadequate feeding	23
3.	Parental attitude towards education	20
4.	Lack of facilities (exercise books)	18
5.	Methods of teaching	10
6.	Pupil-teacher ratio	10
7.	Use of children as workers at home	8
8.	Gap between lower primary and higher primary section	6
9.	Overloaded syllabus	4
10.	Language difficulties	3
11.	Pupils not motivated	2

SOURCE: Personal interview notes.

Forty-four principals were interviewed in Zwelitsha Circuit and 36 principals in the Mdantsane Central Inspection Circuit.

It is interesting to observe that to a large extent these personal interviews confirm what the principals wrote in the questionnaire. For instance, 50 principals referred to irregular attendance as a probable cause of repeaters, whilst 23 principals also mentioned poverty and 20 also mentioned parental attitude to education as one of the major causes of pupil repetition of grades. These three are external factors which were high on the list of causes given in the questionnaire.

Among internal factors, the principals in the interviews gave priority to lack of facilities, methods of teaching and pupil-teacher ratio. It is interesting to note that pupil-teacher ratio has not been given top priority in these interviews. Another interesting observation is the fact that a few principals have made reference to the gap between the lower primary section and higher primary section as a likely cause of pupil repetition.

There is one personal interview worth singling out because unlike all the other principals of Ciskei primary schools he laid great stress on faulty teacher training as the principal cause of the high incidence of repeaters. The interview was on 11 May 1979 with the principal of Zwelitsha Higher Primary School. The researcher feels that though he was the only principal who mentioned this he had a good understanding of the problem under consideration. He pointed out that:

- The primary school teacher with a Standard 8 certificate and Primary Teachers' Certificate was ill-equipped to handle present day syllabi.
- The Standard 5 syllabus requires teachers with higher academic background, and to a lesser extent so do

Standards 3 and 4.

- The training school graduates are shallow on the contents of the subjects they teach.
- The new teachers have language difficulties.
- The pupil teachers in the training schools are taught by inexperienced teachers.
- The irregular attendance is not the major cause of pupil repetition.
- The primary school curriculum is overloaded.

The fresh teacher is usually still very young i.e. 18 or 19 years old and is expected to teach children some of whom may be 18 or 19 years old themselves.

(b) Assistant teachers' reasons for the pupil repetition of grades

In the personal interviews the assistant teachers did not depart from the pattern of reasons for repetition that have been given by the principals. The 126 assistant teachers suggested the following factors (see Table 4.8).

One factor that is high up on the list of causes of repeaters as far as assistant teachers are concerned but which has not received priority with school principals, is dullness or mental retardation of pupils. This factor was mainly mentioned by teachers of Sub=standards A and B.

Further it is interesting to note that only 11 teachers out of the 126 regarded pupil-teacher ratio as a factor that contributes to the high incidence of repeaters in Ciskei primary schools. Yet these teachers bear the brunt of teaching large numbers of children.

It is meaningful that 92 teachers mentioned irregular attendance and 30 teachers mentioned parental attitude towards education as a likely cause of pupil repetition of grades. Another important factor mentioned by assistant teachers regarding school facilities was the lack of exercise books.

TABLE 4.8 CISKEI: CAUSES GIVEN BY ASSISTANT TEACHERS IN PERSONAL INTERVIEWS, 1978 TO 1979

	Factor	No. of assistant teachers who gave reasons
1.	Irregular attendance	92
2.	Dull pupils/mental retardation	50
3.	Negative parental attitude towards education	30
4.	Use of children as workers at home	28
5.	Lack of exercise books	26
6.	Poverty, inadequate feeding	15
7.	High pupil-teacher ratio	11
8.	Pupils not motivated	7
9.	Overloaded primary syllabus	2
10.	Gap between lower and higher primary school phases	1

SOURCE: Personal interviews of researcher.

4.3.4 Causes apparent from questionnaire to inspectors of schools

As a further probe into the problem of repeaters in Ciskei primary schools a questionnaire was designed on the basis of the causes given by principals and assistant teachers. Fourteen factors were chosen and inspectors of schools were required to rank these in order of importance.

A questionnaire was sent out to inspectors of schools in the course of 1979 but on its return it was decided to alter the questionnaire slightly. After some discussion it became clear that it would create confusion in the minds of the respondents to lump together "Qualifications of teachers" with "Lack of In-service Training". Furthermore in this first questionnaire there was reference to "Double Sessions" which no longer exist in Ciskei primary schools.

As a result a slightly altered questionnaire incorporating these changes was given to inspectors of schools in 1980.

Inspectors of schools, as high ranking officials of the Ciskei Department of Education, were asked to rank the following 14 reasons in order of importance. The ranking was to be based on their experience in their own circuits:

1. Inadequate academic qualifications of teachers.
2. Insufficient professional training of teachers.
3. High pupil-teacher ratio.
4. Overloaded syllabus.
5. Outdated teaching methods.

6. Lack of teaching facilities.
7. Gap between lower primary and higher primary sections.
8. Distance from schools and transport problems.
9. Negative parental attitude towards education.
10. Illiterate parents.
11. Poverty, inadequate feeding.
12. Language problems: changing from mother-tongue to English.
13. Pupils not motivated.
14. Using children as labourers and babysitters at home.

A ranking order for these reasons was arranged from a to n and points given in the order of 140 points to the first reason under a up to 10 points to the fourteenth reason under n, the difference in points between each ranking order being 10 points.

Twenty-nine inspectors returned these questionnaires which were summarized to find out which reasons were regarded as important by the officials of the Ciskei Department of Education. On analysis the following consensus among the inspectorate was revealed in this order of importance (see Table 4.9).

It should be noted that inspectors of schools have given "Lack of facilities" as the most important single cause of pupil repetition in the same way that 43 principals regard "Lack of facilities" (i.e. lack of exercise books, teaching aids, classrooms, furniture) as one of the major causes of pupil repetition.

TABLE 4.9 CISKEI: REASONS GIVEN BY INSPECTORS OF SCHOOLS IN QUESTIONNAIRE, 1980

	Reason	Points
1.	Lack of facilities	2 840
2.	Poverty	2 610
3.	High pupil-teacher ratio	2 560
4.	Pupils not motivated	2 520
5.	Methods of teaching	2 460
6.	Inadequate academic qualifications	2 120
7.	Language problems: changing from mother-tongue to English	2 100
8.	Negative parental attitude towards education	2 020
9.	Insufficient professional training of teachers	1 930
10.	Illiterate parents	1 920
11.	Overloaded syllabus	1 850
12.	Using children as labourers and babysitters at home	1 460
13.	Distance from schools and transport problems	1 460
14.	Gap between lower primary and higher primary sections	1 220

SOURCE: Summary of ranking lists returned by inspectors on the reasons for pupil repetition.

Inspectors of schools rated second in importance the external factor of poverty and rated third is the high pupil-teacher ratio. It is significant to note that the gap between lower primary section and the higher primary section has been rated last by the inspectors of education.

4.3.5 Causes apparent from personal interviews with some senior officials

The following interviews were held with senior officials:

(a) Interview with Chief Education Planner:
1 May 1979.

In this interview the Chief Education Planner of the Ciskei gave the following reasons for the problem of repetition of standards. (At the time of the interview, Mr. O.S. Bomela was the Chief Education Planner in the Ciskei. He has since been promoted to Secretary for Education):

- poor tuition
- irregular pupil attendance
- inadequate facilities i.e. teaching aids and other equipment
- overcrowded classrooms
- lack of competent supervising officers like inspectors
- lack of discipline in classrooms
- non-observance of school hour routine/teaching hours
- poor training of teachers
- poor academic qualifications of teachers
- time lost as a result of too many departmental functions.

(b) Interview with Chief Inspector of Education of Ciskei (Mr. A.F. Bengu): 11 July 1980.

The Chief Inspector suggested the following factors as probable causes of pupil repetition of grades:

- poor standard of teacher training
- outdated syllabi of teacher training schools. (There is too much concentration on method and virtually nothing on content.)

- irregular pupil attendance in rural schools
- malnutrition - the fact that the pupils go to school on empty stomachs
- teachers not properly motivated.

(c) Interview with Mr. H.M. Hoko, Inspector of Education, Hewu Circuit: 23 April 1979.

Mr. Hoko gave the following reasons for repetition of grades:

- irregular pupil attendance
- superficial teaching methods
- pupils lack interest in education because of poor home conditions
- lack of facilities, for example classrooms.

(d) Interview with Mr. B.N. Pityi, Inspector of Education, Zwelitsha Circuit: 11 September 1978.

Mnr. B.N. Pityi gave the causes in this order:

- large numbers; high pupil-teacher ratio
- inadequate teaching aids
- lack of pre-school facilities
- poor cultural background of parents
- pupils are pedagogically neglected
- the harsh unsympathetic teacher
- poverty - starving children
- lack of books
- overloaded syllabus
- ignorance of suitable teaching methods especially for the substandards.

(e) Interview with Mr. H. Mjamba: 1 September 1978.

Mr. Mjamba, now retired, was Planner of Education in the Ciskei at that time. He attributed this problem of repeaters especially in Substandards A and B to the fact that the Infant Teachers' Certificate Course was abolished, a course that prepared some women for teaching the substandards. Mr. Mjamba further attributed the high incidence of repetition in Standard 3 to the introduction of English as a medium of instruction in that grade.

(f) Interview with Mr. C.H.T. Lalendle, Associate Professor of Education, Fort Hare: 10 July 1980.

Mr. C.H.T. Lalendle is a Ciskei educationist who is deeply involved in the development of Ciskei. Coming down heavily on our teacher training schools, he suggested that teacher training was the main culprit for this high incidence of repeaters in Ciskei primary schools. His strong views endorse those of the Chief Planner, Chief Inspector and the Planner of Education regarding the teacher training programmes of Ciskei primary teachers.

Mr. Lalendle contends that teacher training in Ciskei is so geared that teachers tend to discontinue the play-method after Substandard B. He says there is also a tendency to abandon teaching aids. He blamed impatient and unmotivated teachers who hide behind the so-called large numbers, saying all this was due to lack of patriotism and proper training. He also said that primary school teachers were not trained to detect and remedy reading disabilities in children. He warned that if these learning problems were not checked early they remained with the child throughout his educational career.

Mr. Lalendle condemned the practice of class teaching in primary schools where teachers handle subjects they don't know, don't understand and don't like. He suggested that subject teaching should be started early.

School life is not interesting when there is no play. Children quickly become bored and fatigued by school life. He suggested that school children should frequently be made to run and play for ten or five minutes and then come back to class. This refreshes the mind and comes close to the soul of the child. He decries the absence of music therapy in Ciskei primary schools.

Mr. Lalendle states that the fact that teacher training schools are manned by whites and wives of university lecturers who have not been teaching for the last 10 years or more, contributes to the production of ill-prepared teacher trainees who cannot handle their classes effectively.

All these leading Ciskei educationists seem to agree on one point: that poor teacher training is an important cause of the enormous incidence of pupil repetition in Ciskei primary schools. This opinion of leaders in education cannot be ignored.

4.4 CAUSES REVEALED BY THE STATISTICAL ANALYSIS OF CHAPTER 3

4.4.1 General remarks

A study of the statistics on repeaters in Ciskei primary schools in Chapter 3 gives the impression that on the whole the problem is not alarming. However, the phenomenon of repeaters exists as an indication that the Ciskei educational system is not functioning as smoothly as it should. This low incidence of repeaters in Ciskei compared with other national states in South Africa makes it all the more difficult to find factors contributory to it (Verwey, 1979b, p. 52). The purpose of a survey of this nature is to try to find the probable causes irrespective of whether the problem looks small or big.

It is true that a high percentage of repeaters does not necessarily mean that the particular system of education has low standards. On the contrary it may mean that high standards are maintained (Verwey, 1979b, p. 52; Mdluli, 1980, p. 200). But it is equally true that there is something wrong with an educational system that has a high rate of repetition and that it also involves expenditure (Compare Mdluli, 1980, p. 127, Unesco, IBE, 1972, p. 17).

A thorough study of the statistics in Chapter 3 should help to indicate in which areas the problem is prevalent; whether it occurs in the primary school grades, in which grades it is higher or lower than others and in which grades it does not exist. An objective statistical study will enable the researcher to fathom the causes of this phenomenon with a view to suggesting solutions.

4.4.2 Critical points suggested by repeater statistics of Ciskei primary schools

In the three years under consideration one significant trend is noticeable, namely that the incidence of repeaters is lower in the early lower classes and rises in the upper classes.

TABLE 4.10 CISKEI: PERCENTAGE REPEATERS SSA TO SSB, 1977 to 1979

Year	SSA	Std. 5
1977	9,9	21,1
1978	8,2	10,5
1979	8,2	15,6

SOURCE: Appendix C.

At the end of the primary school phase, that is, in Standard 5 there is an external examination. During the period of this investigation it was set by the Department of Education and Training for all black schools in South Africa including Ciskei. The high rate of repetition in Standard 5 may be connected with this examination. The question is whether the standards set by this examination were too high or whether the pupils had not been sufficiently prepared by the teacher for this examination. The fact of the matter is that over 10 per cent failed and repeated Standard 5, namely 2 590 in 1977, 1 409 in 1978 and 2 623 in 1979. In numerical terms these figures are fairly large.

Another interesting feature of these repeater statistics is that the rate of repetition of grades was high in 1977 and it dropped in 1978 and rose slightly in 1979. Verwey 1979b, p.15) raised the question whether the application of the policy of pupil promotion was possibly changed when officials realized the existence and extent of the problem of repeaters after RUEP had gathered statistics for the first time in 1977.

The most striking feature of these statistics is that they indicate a yawning gap between the lower primary section and the higher primary section. This gap is noticeable in all three years.

TABLE 4.11 CISKEI: PERCENTAGE REPEATERS STANDARDS 2 AND 3, 1977 TO 1979.

Year	Std. 2	Std. 3
1977	10,8	16,4
1978	9,0	14,4
1979	8,7	18,0

SOURCE: Statistics from RUEP and Ciskei Education Department 1977, 1978 and 1979.

One possible explanation for this big difference in repeater percentage between Standards 2 and 3 may be the problem of adjustment to the teacher. In virtually all Ciskei primary schools the lower primary section is taught by female teachers whilst the higher primary section is taught by male teachers. Another explanation which requires investigation may be that the structure and content of the curricula and syllabi of Standards 2 and 3 do not allow of a smooth transition between the lower primary phase and the higher primary phase. This topic necessitates a deeper separate study of its own.

Yet another cause of this gap between the lower primary section and the higher primary section is the fact that in Standard 3 the children are switched from Xhosa as a medium of instruction to English as a medium of instruction. The topic is being debated hotly in educational circles as to when best to start a second language as a medium of instruction. Cingo (1967, pp. 135-150) argues eloquently in favour of mother-tongue as a medium of instruction. On the other hand Malherbe (1978) argues forcefully in favour of the early introduction of a second language as a medium of instruction. Lanham sets out in lucid and clear terms the problems associated with English teaching in African schools (1970, pp. 261-275). Helm suggests a few possibilities for the use of the mother-tongue and concludes that the most acceptable choice for policy makers would probably be to use the mother-tongue as medium of instruction for all subjects excluding Afrikaans and English up to the end of the fourth year of schooling. From the fifth year either English or Afrikaans is gradually introduced as the new medium of instruction. The language which will be the medium of instruction from the beginning of the fifth year should be introduced towards the end of the first year of schooling (Helm, 1980, p. 334).

This change of medium can cause confusion in the minds of the children and may result in this high incidence of repeaters in Standard 3. This should not be interpreted to mean that English should not be started at this stage as a medium of instruction, but when it is handled by teachers who, themselves, are not proficient in English, the problems for the child can be readily understood. These teachers are not necessarily in themselves inferior, but it should be remembered that the majority of them, namely over 65 per cent (Verwey, 1979b, p.57) did their primary education through the medium of Xhosa. Is it therefore not reasonable to expect them to effectively teach English as a second language.

Another tendency brought out by the statistics is that more boys than girls repeat.

TABLE 4.12 CISKEI: REPEATERS ACCORDING TO SEX AND STANDARD, SSA to STANDARD 5, 1977 TO 1980

Sex	Year	SSA	SSB	STd.1	Std.2	Std.3	Std.4	Std.5	Total
Boys	1977	11,0	11,3	13,4	12,9	18,9	15,2	23,4	14,1
	1978	8,9	9,9	11,5	11,1	17,4	11,8	10,9	11,2
	1979	9,4	11,3	12,6	10,9	14,8	14,4	17,2	12,2
	1980	11,2	11,0	12,5	11,7	16,8	11,5	16,1	12,9
Girls	1977	9,0	7,2	8,3	8,8	14,1	12,4	19,0	10,8
	1978	7,4	6,5	7,6	6,9	11,7	9,2	10,2	8,3
	1979	7,1	6,8	8,7	6,6	11,3	10,7	14,0	8,9
	1980	9,3	8,3	8,8	7,8	11,3	10,1	12,9	9,8

SOURCE: Appendix C.

The pattern is the same in all classes from Substandard A to Standard 5 in all three years - the tendency is for more boys than girls to repeat. This tendency may be attributed to the practice that has been referred to in the responses to the questionnaire on repeaters, and by teachers, principals and government officials in interviews, namely the erratic withdrawal of boys from school to herd stock or engage in agricultural pursuits.

Elaborating on the reasons why more boys than girls repeat grades, the Ciskei Chief Inspector (Mr. A.F. Bengu, July 1980) said that outside teaching there are very few job opportunities for educated boys whereas many girls take up nursing as a career. At the same time to get any decent lucrative job a girl has to be educated. He added that girls are not usually catered for in family estates. As a result the best that a parent feels he can do for his daughter is to provide her with some educational certificate that will help her earn a living. He feels that this makes boys to be less motivated and to tend to absent themselves from school, lagging behind in their school work.

Commenting on this same tendency of more boys than girls to repeat classes the Ciskei Chief Planner of Education (Mr. S.M. Manjezi, 11 July 1980) added that in Xhosa society girls are obedient whereas boys are inclined to be recalcitrant. Girls do not usually play truant, they go to school as instructed by parents. In the afternoon after school they stay at home to do household chores with their mothers. In the evenings they always stay indoors and get an opportunity of doing their homework. They are not expected to be anywhere else. On the contrary boys are not under the same strict disciplinary control. They may go anywhere in the evenings without any fear of being reprimanded. In fact boys are regarded as "dogs" and they know that. At the same time, Mr. Manjezi added, the boys are given too much responsibility of looking after the home, especially in the many cases where the men are migrant labourers. This becomes so strenuous on the young boy that his school performance drops.

The Head of the Psychological Services, Ciskei (Mr. L. Kwatsha, 7 July 1980) attributed this tendency, inter alia, to the fact that boys tend to be more playful than girls at the primary school stage and girls more attentive than boys.

The Chief of the AmaGwali tribe (S.M. Burns-Ncamashe, B.A., B.Ed., former Minister of Education in the Ciskei, Xhosa Ethnologist, 24 July 1980) attributes this tendency to the strong age-groups of rural boys who have powerful interests outside school.

The researcher agrees with Mdluli (1980, p. 135) that this tendency for boys to repeat classes in the primary phase should not be regarded as an indication of low ability on their part but is due to the fact that "boys are not well adjusted during the primary phase. Their boisterous, assertive, competitive and independent qualities which are encouraged in them by parents are frowned upon in school, especially by female teachers who are always in the majority in the primary phase. It was also found that female teachers reinforced feminine behaviour more frequently than they did male-appropriate behaviour - in both girls and boys. For most boys, school is thus not a happy place and as a result, at the primary level at least, generally, they perform not only at a lower level than their female classmates but often well below their abilities."

One other important factor that is revealed by these statistics is the promotion policy of the Ciskei. Though the statistics do not indicate a high incidence of repeaters compared with other countries in Southern Africa (Verwey, 1979b, p.13) the promotion policy in the Ciskei is not severe and has been more or less uniform in the three years under study. The external examination at the end of the primary school level, that is, Standard 5 may be exercising a great influence on the promotion policy adopted by the educational authorities. At the same time it should be noted that the system of automatic promotion applicable to the lower primary section is not being strictly enforced.

4.4.3 The significance of the statistics on repeaters in Ciskei primary schools

One important overriding fact brought out by these statistics is the existence of a phenomenon of grade repetition in Ciskei primary schools. This fact is of importance for education system planners and policy makers. In the planning and forecasting of enrolments, furniture, books and teachers, this phenomenon has to be taken into consideration, otherwise future plans will be rendered useless and irrelevant.

The realization of the existence of this problem brings into sharp focus the quality of education in Ciskei primary schools. It would be suicidal for Ciskei education to be complacent about the fact that compared with other black states it has the lowest incidence of repeaters. Most developed countries no longer have the problem of repeaters. Repetition of grades is a form of wastage which implies that there is some malfunctioning of the educational system. There are many factors involved in quality of education, but teachers, their pre-service and in-service training, are vital.

Because there are many factors to which repetition of grades can be ascribed, most of which fall outside the control of educational authorities, perhaps the most important aspects with which an education department may deal are the improvement of teacher training and the provision of facilities within the school. The researcher agrees entirely with Unesco (1973, p. XXX) when it says: "The causes of educational wastage are social, economic and also educational. Educational measures alone may not be able to eliminate wastage, but they can, if effectively implemented, reduce it substantially and within a relatively short period."

Commenting on teacher training in the Ciskei 13 years ago Duminy (1967, p. 201) noted that out of 69 training school teachers not a single one possessed a Bachelor's, Master's or Doctor's Degree in Education. Only 10 had passed through the one year UED Course at a university. In one of these training schools (five in all) there was not a single graduate. The situation regarding the qualifications of teachers of training schools has not altered appreciably since this survey by Duminy, who summed it up succinctly when he said, "This is a position which we can only ignore at our own peril" (Duminy, 1967, p. 201).

4.5 CONCLUSION

Considering all that has been said in this chapter in connection with the factors affecting pupil repetition of standards the researcher is of the opinion that the views expressed by teachers, principals, and inspectors deserve special and serious consideration. The reason is that these are the people who are directly involved in the educational system and at the same time are concerned about the presence of this phenomenon in their schools.

In the course of this investigation of the causes of repetition of standards in Ciskei primary schools it became clear that no single factor can be regarded as the sole cause of the high incidence of repeaters. A multiplicity of factors have combined to effect this phenomenon in Ciskei primary schools. Knowledge of these suggested causative factors is a prerequisite for suggested solutions of the phenomenon of repeaters in Ciskei primary schools. It is for this reason that the following chapter will be devoted to finding possible remedies for the problem of repeaters in Ciskei primary schools.

CHAPTER 5

REMEDIES FOR PUPIL REPETITION IN CISKEI PRIMARY SCHOOLS WITH PARTICULAR EMPHASIS ON IN-SERVICE TRAINING

5.1 INTRODUCTION

It is difficult to deal with remedies for the phenomenon of pupil repetition without making reference to the causes of repetition mentioned in Chapter 4. No single factor may be taken as the one and only cause of pupil repetition of standards in Ciskei primary schools. Consequently no single remedial measure will be sufficient to combat the problem of repeaters. However, in suggesting remedies the researcher will tackle the causes by forming them into groups of interacting factors that have been given in interviews and questionnaires. A remedy will be proposed for each group of related factors.

In view of the fact that improvement of the standard of education depends to a very large extent on the quality of the teachers, priority will be given in this chapter to in-service training of those members of the existing teaching corps whose academic and professional knowledge requires urgent upgrading. Given the best curricula and syllabi, and the best facilities, an inadequately qualified teacher can do little to improve the efficiency of the educational system. First and foremost he himself must be upgraded and updated. The researcher holds the view that the best method of equipping this teacher with better and more information is by means of an efficient in-service training programme. Well-trained teachers will reduce the incidence of pupil repetition of standards. But first, this chapter will deal with other suggested remedies for pupil repetition of standards.

As already mentioned, these remedies are based on the factors that have been suggested by principals, teachers and departmental officials as possible causes of the phenomenon of repeaters. Secondly, an attempt will also be made to apply solutions to the phenomenon of repeaters as found in literature. The experience of developing countries of the world will serve as a general guide.

Greater emphasis will be laid on factors that are internal to the system, i.e. the organizational, personal and material conditions within the school system itself. This is in line with, for instance, the important work done by Berstecher (1972, p. 83). These internal factors are relatively easier to identify and control than factors external to the school system seeing that many of them are more within the realm of direct administrative decisions. The factors are not discussed in the order of importance.

5.2 PROMOTING POSITIVE PARENTAL ATTITUDE

The factors that may be said to revolve around the irregular attendance of school by pupils are the attitudes of parents eg. uninterested parents, poor home conditions, use of boys as herdboys and girls as nursemaids.

In this research irregular attendance has been given as the major cause of pupil repetition of grades in Ciskei primary schools. The researcher is therefore of the opinion that by changing the attitude of parents the situation will improve. The probable reason why some parents do not insist that their children attend school regularly may be that these parents do not realize the value of education. When parents agree about the importance of education they do everything in their power to keep their children in school. It has been suggested that to combat irregular attendance by boys who are used to work in the fields, the school holidays should be "synchronized" with the ploughing and harvesting seasons.

Parents who have a new and healthy attitude towards school will motivate their children to do better in school work and reduce the high incidence of repetition in Ciskei primary schools. It has also been found that what makes students remain in school is motivation and not just financial resources. By their healthy attitude to school parents can effectively motivate children to learn.

The vital role of parental attitude has been studied by Douglas (1964, pp. 54-61) who discovered that children tended to work well when their parents took an interest in their school progress and to work badly when their parents were uninterested.

Various ways and means of changing the conservative attitude of parents have been suggested in literature. For instance, Lallez (1974, pp. 24-26) believes that there should be "ruralization of education" so that the rural school becomes a centre of influence in the community and the child is given such knowledge and skills as he will be able to use in the community in which he lives. The researcher wishes to warn that "ruralization" should not be regarded as an opposite of "industrialization" or "urbanization" and "development" which are very neccessary for a developing country. The fact of the matter is that the school must be a civilizing influence whose impact is felt in the community in which it is found. The school, its syllabi and curricula, must be relevant to the socio-economic problems of its society.

Adult education should also play a vital role in changing the attitude of parents. This is all the more neccessary as it has been shown by Verwey (1979a, p. 11) in a general survey on the literacy of the Xhosa people that in 1970 56,3 per cent of the total Xhosa population could neither read nor write, 41,1 per cent could read and write and 2,6 per cent could only read. If these unfortunate people who have not had an opportunity of learning reading, writing and arithmetic were to be organized into literacy classes their attitude towards the education of their children might change for the better. This was proved in Rhodesia (Pirie, 1976, pp. 33-34) where "Teaching the adults to value education has had a marked effect on the children here, and they are doing much better school work than previously" (p. 34). In addition there has been "much improved attendance at some of the schools. Parents, who used not to bother about education for their children, are now realising how neccessary it is for them to have it and are sending their children to school" (Pirie, 1976, p. 34).

Of course Ciskei has already begun establishing literacy classes through adult education centres which are under the control of an inspector of education. Already four principals of adult education centres have been appointed. However, this work still has to be extended and intensified.

5.3 PROVIDING MORE EDUCATIONAL FACILITIES

According to the questionnaires and interviews used for this research, inspectors of schools and senior officials of the Ciskei Education Department regard lack of facilities as the major cause of pupil repetition in Ciskei primary schools. The term facility comprises such items as classrooms, sufficient books and stationery, teaching aids, audio-visual aids, science laboratories and equipment, as well as libraries. The didactic value of sufficient facilities has been substantiated by Curle (1969, p. 52), Castle (1966, p. 335) Phillips (1975, p. 45) and J.C. Williams (1971, pp. 7-8) who all agree that lack of these facilities lowers the quality of education.

The provision of sufficient quantities of these facilities would improve the standard of education and the rate of pupil repetition should decrease.

5.4 REDUCING THE PUPIL-TEACHER RATIO

Although no causal relationship has been found to exist between pupil-teacher ratio and the rate of repetition in Ciskei primary schools (see Chapter 3) it, nevertheless, cannot be denied that large classes place a heavy work load on the teacher. If and when compulsory education is introduced in conjunction with automatic promotion the pupil-teacher ratio will have to be drastically reduced to ensure that each pupil receives proper tuition.

The pattern in the Third World countries has been that attempts to lower the pupil-teacher ratio have not been successful so far. As the awareness and demand for education grows, the pupil-teacher ratio increases instead of decreases.

In Ciskei primary schools the average pupil-teacher ratio presently stands at 46:1. Lowering the ratio will mean the appointment of more teachers and therefore the expenditure of a larger percentage of the budget on the salaries of primary school teachers.

The fact that no direct correlation has been found to have existed in Ciskei primary schools in 1978 between the size of school and pupil-teacher ratio on the one hand, and the incidence of repeaters on the other, strengthens the belief that teachers are the most important factor in determining the quality of education. On the teacher hinges the effectiveness of an educational system and therefore greater attention must be given to his improvement.

5.5 IMPLEMENTING REALISTIC AUTOMATIC PROMOTION OF PUPILS

Ciskei education authorities will have to look very carefully at the application of automatic promotion as a remedy for the phenomenon of repeaters, without lowering standards in the process.

When automatic promotion is applied pupils have to be divided into homogeneous or ability groups. The ability groups advance at their "own pace", with individualised instruction where possible. The upgrading programme for primary education of the Department of Education and Training is run along these lines (UPPE: Programme no. 61 School Readiness Programme).

Related to the school readiness programme Ciskei should consider the introduction of pre-primary schools in order to reduce the incidence of repeaters in Substandards A and B. When this school readiness programme is fully implemented it will not be necessary to have repeaters in Substandards A and B. However, this programme will take at least one year of in-service training and preparation of teachers who are going to handle these classes.

One word of caution may be said about automatic promotion. It is not in itself a miracle cure for the problem of repeaters. When introducing automatic promotion the Department of Education will have to guard against the lowering of standards when children who have received little or no tuition are promoted to the next grade. That is the greatest danger of automatic promotion if teachers are not of a sufficiently high standard or motivated enough to understand the implications of their educational decisions.

Although Thomas (1975, pp. 22-25) writes in favour of automatic promotion and the abolition of qualifying examinations for the next class he proposes certain useful safeguards, viz.

- streaming
- organization of remedial classes
- replacement of periodic examinations by continuous assessment
- introduction of pre-primary education.

5.6 APPLYING COMPULSCRY EDUCATION

On the surface it appears as though repetition of standards would be easily controlled by the introduction of compulsory education. However, the Ciskei Government should be aware that in many developing countries in Africa and Asia compulsory education laws have remained on paper only. But it should be borne in mind that if and when compulsory education is introduced, drop-outs will be reduced to a minimum, but repeaters may be greatly increased unless automatic promotion is also introduced simultaneously throughout all the standards in the primary schools. If automatic promotion is not introduced, then the majority of the drop-outs will remain in the educational system as repeaters.

Other implications of the introduction of compulsory education are the need for more teachers to reduce the pupil-teacher ratio, adequate buildings, adequate furniture, books and stationery. In short compulsory education implies more resources, especially financial resources.

Ciskei is in a fortunate position regarding the possible introduction of compulsory education in that the machinery for its implementation is ready. School Committees, especially in the rural areas, and tribal authorities have become so involved in the administration of schools that in some areas they ensure that no child is out of school. Another encouraging factor is that in Ciskei every rural village has a primary school of its own within easy walking distance of the homes of all children.

When compulsory education is introduced parents will be required to complete and sign a form in which they declare that they will keep their children in school until they reach a certain age or until they pass a specified standard. Normally failure to comply with this declaration will render a parent liable to a sentence of imprisonment or a fine. It is because of fear of taking legal action against a large number of parents that the Department of Education and Training (Department of Bantu Education, undated Ref. No. 611/612 p.4) has warned that: "If compulsory education were to be introduced before attention had been given to the drop-out problem it would mean administrative and legal action on a massive scale involving hundreds of thousands of parents against whom action would have to be taken to force them to keep their children in school." To avoid unpleasantness when large numbers of parents may be prosecuted in courts of law as their children may not comply with compulsory education regulations, compulsory education should be legally enforced only when the holding power of schools has improved significantly. The researcher suggests free universal education without the force of law behind it. In that way campaigns may be conducted to persuade parents to send their children to school (See also Ruperti, 1976, p. 39).

At the end of the compulsory education period the students should be issued with certificates that will admit them into different job situations. There is nothing more dangerous and unsettling for a country than to produce school leavers without job opportunities.

It is the funding of compulsory education that has brought untold misery and trouble to many a developing country wishing to introduce free and compulsory education. Free and compulsory education plans have floundered in many countries on the question of finance. That is why the Botswana National Commission on Education (1977, p. 3) has had to concede that "Education and the economy are closely interrelated in many ways. Economic development provides the resources to sustain educational growth and creates the opportunities for profitable work."

In Nigeria where according to Mallum (1975, pp. 1.2) there was a quest for education as a struggle for survival, a free and compulsory system of universal education at the primary school level was first introduced in 1955 in the Western Region, but because of financial difficulties the compulsory aspect of the system was discarded (Mallum, 1975, pp. 1-2). This view regarding the financial difficulties that accompanied the introduction of free and compulsory education in Nigeria has been confirmed by Lewis (1965, p. 132).

In Afghanistan universal primary education was legislated for in 1965 but it has not yet been realized because of limited financial resources (Naushad, 1973, p. 6). In the Philippines education is free and compulsory, but it has not yet been accomplished because of scarce financial resources. It must have been in disillusionment with the idea of free and compulsory education that Nyerere had to say: "In considering changes in the present (educational) structure it is also essential that we face the facts of our present economic situation. Every penny spent on education is money taken away from some other needed activity... And the truth is that there is no possibility of Tanzania being able to increase the proportion of the national income which is spent on education; it ought to be decreased." (Nyerere, 1976, p. 20).

5.7 IMPROVING THE INITIAL TRAINING OF TEACHERS

The Ciskei Education Department should avoid the vicious circle whereby teachers are brought into the field for in-service courses in new methods while at the same time training colleges continue to teach in the same outdated ways to those students who are in the pre-service programmes only to bring them back for in-service training in the new methods a year or two later.

The Ciskei training colleges should raise their standard of selection by screening, interviews and aptitude tests. Teaching methods, the system of remuneration, organization and administration should be streamlined in such a way that the problems of training, re-training and end-less upgrading exercises will be reduced to a bare minimum, and the quality of teachers will improve. It should always be remembered that teachers influence the lives of the nation's youth and therefore the nation's destiny. To improve the standard of education, teacher training itself must be improved.

In this way teacher training colleges would go a long way towards improving the quality of education in Ciskei primary schools. If the quality is raised it would be easier for more pupils to reach the determined standard. This would cause a reduction in the number of repeaters and drop-outs. The decision by the Ciskei Education Department to raise the entrance qualifications for the Higher Primary Teachers' Course from Std. 8 to Std. 10 is most welcome. The improvement of the standard of work depends in the final analysis on the quality of the teacher in the classroom. A poorly qualified teacher will fail even if the facilities are equal to the best in the world.

In order that these colleges produce nationally minded and dedicated teachers who are committed to the cause of educating the youth of Ciskei the following suggestions should be given serious consideration:

- A certificate should be issued to a student only after a year in the service.
- Training school lecturers should not only teach in the classroom and evaluate pupil teachers, but they should also demonstrate to a real class in the presence of teacher trainees, and should be prepared to answer questions. It has been found that teachers have a tendency of reverting or resorting to the methods that were employed by their own teachers.
- There should be more involvement of the classroom teach-

er in the evaluation of pupil teachers. Headmasters and inspectors of schools should also be involved.
- Each student should remain at a given school for a full term, during which time the student teacher should be observed, assisted and assessed by a team of tutors, class teachers, and principals, rather than that the final decision as to his competence should be suspended for another year.
- The lecturers should use audio-visual aids to explore science with pupil teachers so that the latter may be able to use this equipment in their own classes (Fafunwa 1969, pp. 93-94).

This need for a fundamental change in the nature of teacher training has been recognized by Bone (1970, p. 11) who asserts that "if the pupil fails to learn the fault is in the teaching" (p. 8).

The researcher agrees with Reguzzoni (1976, p. 165) that the standard of teacher training can be raised by emphasizing the dynamics of motivation and perception, the interaction in the small discussion groups, the organization of opportunities in education, the division of teaching resources, and the competence required for giving individual pieces of advice that facilitate self-discovery.

Another aspect of teacher training that requires a closer look is the establishment of fewer but larger training colleges for the following reasons, viz:
- fewer lecturers needed for the training of the same number of teachers
- more teachers teaching in their major area
- wider subject choices
- more flexible timetables
- more staff specialists
- cheaper operational costs

- better and bigger libraries
- more teaching aids
- increased number of human interrelations (Manone, 1969, p. 74).

When the initial training of teachers is up to the accepted and required educational standard of modern society then the in-service training of teachers will also be far more advanced that it is at present. In that way, this scourge on the educational system of Ciskei, the phenomenon of repetition of standards, may be reduced.

5.8 EXPANDING IN-SERVICE TRAINING OF TEACHERS

Although teachers, principals and inspectors have not stressed the factor of teachers' qualifications as one of the major causes of grade repetition, academics and top officials of the Ciskei Education Department have made mention of poor qualifications of teachers during interviews. Moreover, literature on wastage (Chapter 2) emphasizes the fact that the quality of teaching and teachers can only be improved by in-service training of teachers. Many people seem to enjoy pointing at the low qualifications of teachers just for the sake of indicating that the system of education is inferior, without giving positive advice regarding how to remedy the situation. Furthermore, the purpose of this study is to focus attention on repetition with a view to identifying those causative factors that are within the educational system.Education authorities may be better able to control factors inside the system. Factors such as irregular attendance, the attitude of parents and hunger, though they may be partly responsible for the problem of repeaters, cannot be controlled by authorities alone. But education authorities can do a lot to motivate, improve and upgrade its teaching force by means of in-service education.

Verwey (1979b) made a comprehensive survey of qualifications of teachers in Ciskei primary schools which revealed that the qualifications are low both academically and professionally. In 1978 very few teachers were in possession of a Standard 10 certificate (see Table 5.1).

TABLE 5.1 CISKEI: THE ACADEMIC QUALIFICATIONS OF PRIMARY SCHOOL TEACHERS, 1978

School phase	Percentage teachers in possession of senior certificate		
	Std. 6	Std. 8	Std. 10
Lower Primary	19,8%	78,9%	1,3%
Higher Primary	3,8%	92,3%	4,4%

SOURCE: Verwey, 1979b, pp. 28, 42

The study further revealed that about 60 per cent of those teachers with Standard 8 certificates and less are young and inexperienced, and therefore are likely to remain in the system until the year 2000. This situation can only be remedied by in-service education which is conducted without overemphasizing the academic inadequacies of these teachers.

The Ciskei Department of Education should adopt in-service training of teachers as an integral part of a total strategy against the phenomenon of pupil repetition. According to Chapter 3 the most important causes of repeaters are associated with teaching and the teacher himself, namely:

- inadequate qualifications of teachers
- insufficient guidance of teachers
- inexperienced teachers
- poor lesson preparations
- out-dated methods of teaching
- poor handling of the syllabi
- little knowledge of how to teach large groups
- problems regarding the gap between the lower primary school and the higher primary school
- language difficulties
- poor motivation of children
- the so-called dull pupils.

In-service training could be designed in such a way as to pay attention to all these factor.

The researcher strongly agrees with Vivian (1977, pp. 2-3) that changes in the content as well as in the methods of teaching and learning can only become a reality when the vast majority of the teachers are adequately prepared for change by a process of re-training.

The in-service training envisaged by the researcher is in fact in-service education. Not only content, subject matter and method of teaching of school subjects should be dealt with in these courses, but educational problems like repeaters and drop-outs should also receive attention. For instance, should repeaters be taught in the same way as pupils progressing normally?

The in-service education envisaged should involve all the levels of the professional personnel of the Education Department, including inspectors, planners, headmasters and teachers. Training schools should also be involved in in-service educational programmes.

The adaptation and adoption of the Swaziland "In-service Primary Teacher Training Project" structure to the Ciskei education situation should also be considered. The objectives of the Swaziland project are, inter alia

- to organize training so as to cause a minimum of disruption to the staffing of schools at any time
- to use modern teaching methods as a medium for change in others (Swaziland Government, 1976, pp. 53-61).

5.9 TEACHER IN-SERVICE TRAINING: ANALYSIS AND STRUCTURE SUGGESTIONS

5.9.1 The goals and functions of in-service training

The need for in-service training has been acknowledged throughout the world. Toffler (1970, p. 368) puts it clearly when he says: "The rapid obsolescence of knowledge and the extension of life span make it clear that the skills learned in youth are unlikely to remain relevant by the time old age arrives." Thus it is that teachers must be given continuing opportunities for learning. A single course of teacher training, even if it lasts long and is very good, is no longer sufficient in view of the radical changes which may intervene. To quote just one example, a better understanding of child psychology and of the learning processes has led to a revolution in educational theories and methods (Unesco, 1970, pp. 24-25).

In-service training of teachers should therefore not be regarded as an isolated educational activity. Rather, it should be integrated into an existing educational system as much as possible. That is why Vivian (1977, pp. 6-10) justifiably argues that in-service training should be placed in its proper context in so far as that goals and objectives are clearly defined. In the case of Ciskei, for instance, education should be for UBUNTU i.e. that altruism and black generosity which cuts across colour lines. Ciskei education should, amongst other things, aim at the preservation of and reverence for national shrines like NTABA-KA-NDODA, that mountain fortress where Xhosa chiefs and warriors who died in the early wars of independence were buried. Education for UBUDODA (manhood/adulthood/integrity) has always been the aim of indigenous education in the initiation schools of Ciskei.

Besides these cultural values the most important goal of in-service training is to fit the individual into the modern technological world so that he may play a meaningful and fruitful role both for himself and for his country. In-service training must be regarded as the development of the individual which arises from the whole range of activities by which teachers can extend their personal education, their professional competence and their understanding of educational principles and techniques.

To combat the high incidence of repeaters the Ciskei Education Department should have clearly defined goals and functions for in-service training of teachers, eg.:

- the upgrading of professional and academic qualifications
- development of curriculum materials

- evaluation of curriculum materials
- implementation of curriculum changes
- development of professional skills of teachers
- improvement of the administration and supervision of schools by principals and heads of departments
- orientation of inspectors, principals and heads of departments to new responsibilities
- study of wastage eg. repeaters and drop-outs
- motivation of parents.

The researcher agrees wholeheartedly with Unesco (1970, p. 25) that by being re-trained to use more efficient teaching methods, teachers should, in fact, prevent wastage in primary education.

5.9.2 The management and control of in-service training

The management and control of in-service training is a question that requires the immediate attention of all persons and bodies concerned with the education of children. In the past there has been a tendency for an in-service training centre not to liaise properly with principals, schools, inspectors of education and even the Department of Education. This lack of co-ordination between the bodies concerned has resulted in the collapse of many a grand scheme. The Ciskei Department of Education should take care to avoid this in future.

The involvement of the teacher himself in the management and control of in-service training of teachers can never be emphasized enough. In this connection Chambers (1977, pp. 93-97) stresses that in-service training should be structured and organized in such a way as to provide an opportunity for the individual teacher to engage in a self-motivated and self-designed process of his own edu=

cation.

5.9.3 A few principles governing in-service training of teachers

(a) Educational needs

When embarking upon in-service training of teachers the Department of Education should, first of all, determine what needs and priorities are to be served by the in-service training. These needs may differ from local through regional to national levels. To illustrate this point, for example, the need may be the improvement of poor examination results in Standard 5 or the poor performance in classwork of Standard 3 pupils. Educational needs may be determined by considering the needs of the teacher as perceived by the teacher himself, the needs of the teacher as perceived by other people like inspectors, and the officially perceived needs as reflected in official reports and externally perceived needs (Harris, 1970, pp. 220-222). This process of needs assessment can also assist in attaching priority ratings to the various perceived needs.

(b) Resources/finance

This is an important aspect of in-service training which requires serious consideration. In-service training has become an expensive undertaking using large sums of money for buildings, staff and services. This means that a department of education alone may not always be in a position to provide all the necessary facilities. In that case financial aid may be sought from the private sector, but care should be taken that agents are not allowed to redirect the goals and objectives of in-service training to suit their own designs to the exclusion of the originally stated goals.

Because in-service training is very costly these expenses should be carefully calculated beforehand. A department of education should begin by
- calculating the estimated costs
- assessing the real costs and
- making an analysis of the real costs.

Unit costs should be borne in mind and calculated eg.
- cost per trainee trained
- cost per hour of training
- cost per training unit.

It will be found that there are usually three categories of expenditure:
- building costs
- equipment costs, eg. furniture, fittings and teaching materials
- operating expenses eg. staff costs, scholarships etc.

(c) Involvement in in-service training of education personnel at all levels of the educational system

In order that in-service training should succeed, a consultative committee must be formed involving all levels of the educational hierarchy i.e. from the teacher, principal, inspector of schools to senior officials of the Department of Education. The teachers' association, the local university and other institutions involved should also be represented on this committee, as well as training colleges and the examining body. The co-operation that will result from such a committee should eliminate unnecessary friction that is usually caused by lack of communication. What is more, this organizational structure will afford the greatest amount of teacher participation in decision-making about course structures, content and subjects, thus ensuring that efficient and continuous planning can be done to meet immediate as well as long term needs.

(d) A clearly defined policy, with goals and purposes

It is also necessary that a department of education defines its policy and goals in connection with in-service training in no uncertain terms. This will serve as a guide for the staff who have to implement the policy.

Various policy guidelines have been suggested. For example, the Organization for Economic Co-operation and Development suggested the following (OECD, 1978, p. 25):

- the formulation of aims
- the provision of appropriate financial, logistic and decision-making resources and arrangements
- the evaluation of progress and outcomes of policy
- the dissemination of findings throughout the system
- the promotion of ongoing research into system needs.

A department of education formulates its in-service training policy in accordance with the educational situation existing in it at any given time. A guide for policy formulation similar to the one suggested by OECD has also been given by Landrith (1977, p. 1) who terms it a systems approach:

- introduction: committee involvement
- philosophy
- purposes and goals
- design
- criteria for assessing needs
- administration.

(e) Continuity of training

This principle of continuity presupposes that there is liaison among the training schools, the Department of Education, the schools, and the in-service training centre. This makes it impossible for these bodies to act at variance with one another. The principle of continuity of training also implies that in-service training does not end in course; there must be follow-up of each teacher to the classroom and there must be feed-back as well.

This principle of a continuum of training, whereby initial and in-service training are now seen as components of the total training strategy, places in-service training in its rightful context, and facilitates middle and longer term planning of in-service education.

(f) Follow-up and evaluation as in-built features

Follow-up and evaluation are aspects of in-service training which are often neglected. One purpose of the follow-up is to assess whether or not the in-service trainees are implementing whatever they have learnt in a course. But more than that the purpose should be to see the success or failure of the whole project and find out reasons for these outcomes. What one really wants to find out is whether the goals of in-service training are being achieved.

Several assumptions are made when follow-up and evaluation are conducted, viz.: "Various role groups and conditions share in determining the relative success or failure in meeting in-service education goals. There has too often been an unreasonable onus placed on the typical recipient of in-service education - the classroom teacher. Who decides what should be done, where and when it is done, who provides it, how it is provided, and the classroom condition to which the teacher returns - all obviously affect the success of in-service education to some degree" (Howey, 1978, pp. 19-24).

In discussing this question of follow-up and evaluation of in-service training courses Topping and Brindle (1979, pp. 49-51) mention three areas in which the effects of in-service training might be observed and evaluated viz.:

- teacher understanding of the course content
- changed teacher behaviour relevant to course content and
- changed pupil behaviour as a result of changed teacher behaviour.

5.9.4 The scope and levels of in-service training in Ciskei

The Ciskei Education Department realized the need for in-service training of teachers and in 1975 Hlasiya In-service Training Centre came into being. This centre is situated in the sprawling Mdantsane township. The centre offers short residential courses in English, History and Geography, Science and Mathematics. It is run by a principal and four full-time lecturers for these four subjects.

Each of these four lecturers is supposed to conduct 12 to 14 one-week courses in his subject. Each course should be attended by between 25 to 30 teachers. The classes that are usually affected are Standard 5 to Standard 10. This means that in each subject at least 300 teachers a year should receive some in-service training. This makes a total of 1 200 teachers per year. Time and space permitting, the other subjects in the curriculum may have courses. In addition each lecturer is given six to eight weeks for visiting the teachers who have been involved in his courses. It is clear from consideration of the large number of teachers who could benefit from in-service education as well as the varying levels of in-service education needs in the Ciskei, that it is impossible for Hlaziya (in its present situation and structure) to cope alone in trying to meet these manifold and multifarious needs. Various supportive forces have been marshalled to complement the in-service training activities of Hlaziya. The Department of Comparative Education of the University of the Orange Free State has been rendering invaluable service for a number of years now by organizing Mathematics and Science courses for senior secondary teachers at Hlaziya In-service Training Centre. This university has now launched a five-year project (Mathematics Teacher In-Service Training Project) with one of its aims being structured assistance in the area of Mathematics in-service training for secondary school (i.e. Standards 5 to 10) teachers in Ciskei.

For the last two years now, i.e. 1980 and 1981, the University of Stellenbosch has run leadership courses for principals of secondary schools at Hlaziya. These courses are also intended to improve the effectiveness of principals.

5.9.5 Types and methods of in-service training in Ciskei

Ciskei has in fact only one type of in-service training course at present viz. the one-week course at a centralized location (Hlaziya). The purpose of these courses is to upgrade the academic knowledge of teachers in higher primary schools and in secondary schools. However, in 1981, 40 teachers, with Senior Certificate as their highest academic qualification, went to Hlaziya for a whole year to receive lectures in Mathematics and Science. It is hoped that at the end of the year they will be fully equipped to teach these subjects at Standard 9 and 10 level.

In discussing the structure of in-service training courses it is interesting to note that Kabwasa (1973, pp. 57-59) gives priority to correspondence in-service training for the following reasons:

- students can be trained on the job
- teachers can be upgraded or re-trained without leaving their classrooms for further full-time study
- low unit costs
- possibilities of training a large number of teachers at the same time
- difficulty in obtaining local material and specialized teachers.

Kay (1973, p. 66) advocates the use of radio and television to support the correspondence courses. The use of correspondence courses has also been suggested by Lyle et al. (1967b, pp. 181-189) on the grounds that the quality of classroom instruction is raised by improving the teaching staff without interfering with the functioning of the system. The correspondence work includes textbooks and translations. The assignments are collected and corrected regularly by qualified experienced teachers who have been provided with marking memoranda.

5.9.6 Possible structure for in-service training in Ciskei

In the light of the above general references to in-service training of teachers it seems that the Ciskei Education Department will have to accelerate its plans for in-service training of teachers.

Particular emphasis is being placed in this chapter on in-service training of teachers, firstly because there seems to be a link between the academic and professional competency of teachers and the achievement of children in their examinations. Secondly, if it is accepted that a high incidence of repeaters implies that there is inefficiency in the educational system of the country, then there is no better way of rectifying that situation than by intensifying in-service training of teachers.

For the Ciskei education authorities this means a further reconsideration of the subject of in-service training if it is to improve the quality of education. It has been seen in Chapter 3 that the phenomenon of repetition of standards has remained the same for the period 1977 to 1981: the Ciskei education authorities must devise a general strategy for in-service training and define aims and objectives of in-service training in clear terms.

It is suggested that the guiding principle for an in-service training strategy should be consultation, co-operation and co-ordination. This should be done by the education authorities after consulting an in-service training education advisory committee on which the various levels of the educational hierarchy are presented, as spelt out in 5.9.3(c).

Education authorities, working in conjunction with this committee, must assess the educational needs and priorities of Ciskei. For instance it will be found that in the Ciskei primary schools, among the wide-ranging needs, the following may be discernible:

- the need for more textbooks, more buildings
- the need for reducing the number of pupils in class
- the need for more teachers
- the need for more subject teachers
- the need for upgrading the qualifications of teachers
- the need for improved teaching methods.

In-service training should go a long way to solving a number of these problems and thus raising the standard of education and reducing the incidence of repeaters in Ciskei primary schools.

The courses that are offered in the in-service training centre must be structured and designed for specific target groups e.g. in-service teachers, inspectors, subject inspectors, education planners, principals and heads of departments. It is necessary that Ciskei education authorities clearly define objectives of courses offered in order that only those teachers who will benefit from a specific course are nominated to attend. Courses must be designed to meet specific objectives, identified through an ongoing process of needs assessment, in which inspectors and the in-service training personnel, working in conjunction with the advisory committee, would play an important and leading role. Through a process of consultation, priority ratings may have to be given to these identified needs, thus making it possible to plan for short and long term in-service education objectives. At the teacher level these objectives will probably include:
- upgrading of teachers' qualifications
- updating of teachers' knowledge
- certification of teachers
- development of basic skills for all teachers
- induction of new teachers
- enrichment of the teachers' knowledge
- improvement of methods of teaching

- examinations
- professional growth of the teacher
- curriculum development
- educational leadership.

Important elements of in-service training are follow-up, evaluation and feedback. These ensure continuity. At present inspectors are best suited to do this. Teachers who attend in-service training courses could be given incentives like upgrading of qualifications, promotion, increments, certificates of attendance, credits and status.

In view of the fact that funds may be a limiting factor in the implementation of these ideas, it is suggested that in-service training of teachers be decentralized where possible. Such a structure, which needs to be well-planned, controlled and co-ordinated, could also provide a means of:

- disseminating course material and reaching a large number of teachers within a relatively short period (where this is called for, e.g. when a general updating is required due to syllabus or method changes)
- identifying and developing local leadership potential, at teacher level
- encouraging and providing a basis for regular meetings, on a professional basis, of the local teaching corps.

In effect, this system would mean the coming into being of a system of decentralized field training centres, co-ordinated and directed by the education authorities through the in-service training centre (Hlaziya). In this way the centres come nearer the teacher whose full participation is sought. These centres may become future Teacher/Resource/Information centres. They could be placed adjacent to teacher training colleges, or be attached to circuit offices.

An example of an apparently successful attempt to set up such a decentralized system in Ciskei can already be quoted. In conjunction with the Research Unit for Education System Planning of the University of the Orange Free State, the Standard 5 phase of the Mathematics Teacher In-service Training Project (MATIP) is being run on a decentralized basis during 1981. Each of the nine inspection circuits sends four Standard 5 teachers to a one-week course at Hlaziya In-service Training Centre at the beginning of the first semester. These teachers are usually accompanied by one inspector from each circuit. When they return to their respective circuits these teachers immediately conduct courses for the other Standard 5 teachers. This course is repeated during the first week of the second semester. In this way all the Standard 5 teachers are reached within a short space of time. When these circuit courses are held lecturers of the University of the Orange Free State visit the circuits for follow-up and evaluation. To monitor all this there is a Departmental Science Committee comprising the Mathematics lecturer at Hlaziya, a senior departmental official and two circuit inspectors.

Another advantage of this type of course is that teachers do not have to travel long distances to Mdantsane at great expense and inconvenience. The courses are attached to the circuit office and the involvement of the inspectorate is inevitable and vital. This example could be extended to other subjects, using the circuit inspectors' offices as central points.

Teachers' centres could also serve as workshops for many subjects. The following teachers' activities could easily be performed in these centres (Vivian, 1977, pp.

26-27)
- lectures and seminars after school
- conferences for one day/weekends
- workshops
- exhibitions of new books
- demonstration of local teachers' bright ideas
- interesting and relevant current events.

Morant (1978, pp. 199-205) argues that there are four main functions of teachers' centres:
- leading curriculum development
- providing in-service education
- serving as a location for meetings
- housing resources.

In view of the fact that statistics on repeaters persistently show that Standard 3 is a critical class in Ciskei primary schools this class requires special attention. Since it is in this class that there is a change-over from the vernacular to English as medium of instruction, special in-service courses should be conducted with a view to preparing teachers for this transitional stage. Teachers may be given a theoretical background to second language teaching. Thus they may be better able to handle the Standard 3 class.

5.10 CONCLUSION

In this chapter various measures for the solution of the phenomenon of repeaters have been suggested, namely:
- the changing of parental attitudes
- provision of more educational facilities
- reduction of the pupil-teacher ratio
- the possible application of automatic promotion of pupils
- application of compulsory education
- improvement of the initial training of teachers

- expansion of in-service training of teachers.

In-service training of teachers has been discussed in greater detail than the other remedial measures in the belief that if in-service training were to be further expanded and efficiently structured then the standard of education in general would rise. When the standard of education is high enough then the high incidence of repeaters will automatically drop.

Although this chapter (Chapter 5) on remedies contains many recommendations the next one sums up the major conclusions and recommendations emanating from the whole study.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

In Chapter 5 detailed recommendations as to the possible solutions for the phenomenon of pupil repetition of grades were considered. However, it is necessary to recapitulate a few of the important recommendations by way of conclusion.

The literature study has shown that the impact of repeaters on an educational system manifests itself in different ways, viz., large classes (eg. 160 pupils in one class in Lesotho) high drop-out rate (eg. Ciudad Guayana), the demoralizing effect of repeaters on other pupils (e.g. Kenya), and the high cost of repeaters (eg. Australia).

It has been revealed that in most developing countries the high incidence of repetition of grades is particularly acute in the first and last grades of the primary school. This tendency for the incidence of pupil repetition to be highest at the beginning of the primary school phase and in the last grade has been shown to exist in the Southern African developing states as well.

A study of the percentage of repeaters by year and standard for the period 1977 to 1981 revealed that the phenomenon of pupil repetition of grades in Ciskei primary schools had neither increased nor decreased. It was only in 1978 that it dropped slightly to 9,7 per cent. The average repeater percentages were 12,4 per cent in 1977; 10,6 per cent in 1979; 11,0 per cent in 1980 and 11,9 per cent in 1981. The incidence of repetition of standards is highest in the higher primary section of the schools.

A disturbing feature of the statistics on repeaters in the Ciskei primary schools is the fact that more boys than girls tend to repeat standards. For example 14,1 per cent boys and 10,8 per cent girls repeated in 1977; 11,5 per cent boys and 8,3 per cent girls repeated in 1978; 12,2 per cent boys and 8,9 per cent girls repeated in 1979; 12,9 per cent boys and 9,8 per cent girls repeated in 1980; and 13,2 per cent boys and 10,7 per cent girls repeated standards in 1981.

No direct connection has been found to exist between size of school and the percentage of repeaters. In the Hewu circuit, for instance, Nozipho Primary School (with 522 pupils) had 0,8 per cent repeaters in 1978 whilst Lower Zangqokwe (with 51 pupils) had 1,9 per cent repeaters. In the same way no correlation could be found between pupil-teacher ratio and the incidence of repeaters.

The cohort model analysing the efficiency of Ciskei primary school education has revealed that of the original 15 702 pupils in Substandard A in 1975 only 3 556 reached Standard 5 in 1981, and thus the real wastage was 12 146 pupils. The Ciskei Department of Education ought to take a hard and long look at this wastage of 12 146 pupils.

The causes of the phenomenon of repetition of grades mentioned in literature correspond with the causes that have been given by teachers, principals and government officials in connection with repetition of standards in Ciskei primary schools. They all refer to teaching methods, qualifications of teachers, the gap between school phases, parental attitudes, poverty, curriculum content and others. However, the literature study stresses that the quality of education hinges on the quality of the teacher.

In the Ciskei the investigation has revealed that the main factors contributing to the phenomenon of repeaters are:

- irregular attendance
- high pupil-teacher ratio
- uninterested parents
- poverty
- lack of facilities
- motivation
- methods of teaching
- inadequate academic qualifications of teachers.

In view of the foregoing remarks and the fact that repetition of grades must be viewed as a symptom and not a cause of inefficiency in the educational system, remedies are aimed at eradicating the factors contributory to pupil repetition of grades. Without underrating the influence of social, economic and political factors the study concentrated on internal factors. Against this background certain recommendations are made:

(a) Ways and means of changing the attitude of parents must be devised.
(b) Adult education as a means of improving the attitude of parents towards education should be encouraged.
(c) The provision of more educational facilities has to be made viz.:
    - adequate and suitable classrooms
    - sufficient books and stationery
    - satisfactory teaching materials
    - more audio-visual aids
    - better equipped science laboratories
    - libraries.
(d) Pupil-teacher ratio must be reduced.
(e) The application of compulsory education with full

awareness of the implication of compulsory education should be enforced and universal education is recommended. These implications include educational campaigns to prepare the parents for the implementation of compulsory education so as to avoid mass litigations against parents; the provision of adequate buildings, adequate furniture and stationery; the rise in school enrolments resulting in a corresponding rise in the pupil-teacher ratio.

(f) Improved initial training and a well-planned structure for the in-service training of teachers are strongly recommended. This is regarded as the best way of tackling the problem of repeaters as a manifestation of the ineffectiveness of the educational system. Training of teachers should be regarded as a continuous process including pre-service and in-service training. This must be done with the close co-operation of training schools, inspectors of education, and senior officers of the Department of Education. The co-ordination of the activities of all these persons must be seen as a *sine qua non* for the success of in-service training of teachers.

(g) A clear definition of the goals and objectives of in-service training of teachers must then be made by a consultative advisory committee composed of representatives of teachers, heads of departments, principals of schools, subject inspectors, inspectors of education, Chief Planner, Chief Inspector, principals of training schools and participating universities or institutions.

(h) The following objectives regarding in-service training of school teachers in Ciskei require urgent attention:

- the upgrading of professional and academic quali-

fications of teachers
- development and evaluation of curriculum materials
- the implementation of curriculum changes
- development of the professional skills of teachers
- orientation of inspectors, principals and heads of departments to new responsibilities
- the study of wastage i.e. repeaters and drop-outs
- motivation of parents.

(i) An immediate assessment should be made of the educational needs of Ciskei including, inter alia, the following priorities:
- the provision of sufficient books, adequate buildings, laboratories and science equipment
- reduction of the pupil-teacher ratio
- number of additional teachers needed
- number of subject teachers needed
- upgrading of teachers' qualifications
- promotion of modern methods of teaching
- motivation of teachers themselves
- improvement of the conditions of service of teachers
- the attitude of the Department of Education towards teachers.

Repetition and drop-out have an adverse effect on manpower production and this is a fact that educational planners should take into serious consideration. It is shocking to learn that in 1980 21 926 pupils dropped out of Ciskei primary schools. Failure to invest in basic education implies a loss in human potential and a corresponding obstacle to progress.

A realistic planning of an educational system without taking into consideration the magnitude of the phenomenon of pupil repetition is virtually impossible. The enlarged classes caused by the presence of repeaters have a direct bearing on classroom accommodation, pupil-teacher ratio and expenditure. It is suggested that, inter alia, the planning section of the Ciskei Department of Education should be capable of drawing cohort models of the flow of pupils through the school system. To this end the collection and compilation of accurate statistics on pupil enrolment, including repeaters, is a prerequisite. For the benefit of the planning of primary education in Ciskei, statistical information on this matter for the period 1977 to 1981 has been tabulated in this dissertation.

It should be clear at this stage that the tremendous value of a well planned and streamlined primary educational system cannot be emphasized enough. Looking at the large percentage of pupils who leave primary school at an early stage it becomes evident that the quality of education has to be improved. Primary education must form a sound and solid foundation for secondary and higher education, but at the same time it must be good enough to enable those who have not been able to go further with their education to stand on their own.

APPENDIX A: QUESTIONNAIRES

PAGE

APPENDIX A.1 FORM WITH RESPECT TO REPEATERS ....Ciskei...., 1978 167

APPENDIX A.2 FORM WITH RESPECT TO REPEATERS ....Ciskei...., 1979 168

APPENDIX A.3 FORM WITH RESPECT TO REPEATERS ....Ciskei...., 1980 169

APPENDIX A.4 FORM WITH RESPECT TO ENROLMENTS AND REPEATERS, ..Ciskei, 1981 170

APPENDIX A.5 SUMMARY OF RANKING LISTS SENT BACK BY INSPECTORS ON THE REASONS FOR PUPIL REPETITION 171

APPENDIX A.6 QUESTIONNAIRE FOR INSPECTORS ON REPEATERS, CISKEI, 1979 172

QUESTIONNAIRE A.1

FORM WITH RESPECT TO REPEATERS* Ciskei, 1978

School: .... Circuit: ....

Classes	Enrolment**				Repeaters*		
	Boys	Girls	Total		Boys	Girls	Total
Sub A ... Sub B ... Std 1 ... Std 2 ...							
Std 3 ... Std 4 ... Std 5 ...							
Form I .. Form II . Form III. Form IV . Form V ..							

....

Principal date

....

Circuit Inspector date

OPTIONAL

WHAT DO YOU CONSIDER THE MAIN REASONS FOR THE PRESENCE OF REPEATERS?

CAN YOU MAKE ANY SUGGESTIONS TO SOLVE THE PROBLEM?

* Repeaters are students who failed their present standard and who, at the moment, are repeating the standard.

** The enrolment of 1979, including the repeaters.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

QUESTIONNAIRE A.2

FORM WITH RESPECT TO REPEATERS* Ciskei, 1979

School: .... Circuit: ....

Classes	Enrolment**			Repeaters*		
	Boys	Girls	Total	Boys	Girls	Total
Sub A ... Sub B ... Std 1 ... Std 2 ...						
Std 3 ... Std 4 ... Std 5 ...						
Form I .. Form II . Form III. Form IV . Form V ..						

182

....
Principal

....
date

....
Circuit inspector

....
date

---

* Repeaters are students who failed their present standard and who, at the moment, are repeating the standard.

** The enrolment of 1979, including the repeaters.

OPTIONAL

WHAT DO YOU CONSIDER THE MAIN REASONS FOR THE PRESENCE OF REPEATERS?

....
....
....
....
....
....
....
....
....
....

CAN YOU MAKE ANY SUGGESTIONS TO SOLVE THE PROBLEM?

....
....
....
....
....
....
....
....
....
....
....
....

QUESTIONNAIRE A.3

FORM WITH RESPECT TO REPEATERS* Ciskei, 1980

School: .... Circuit: ....

Classes	Enrolment**				Repeaters*		
	Boys	Girls	Total		Boys	Girls	Total
Sub A ... Sub B ... Std 1 ... Std 2 ...							
Std 3 ... Std 4 ... Std 5 ...							
Form I .. Form II . Form III. Form IV . Form V ..							

....

Principal date

....

Circuit inspector date

* Repeaters are students who failed their present standard and who, at the moment, are repeating the standard.

** The enrolment of 1979, including the repeaters.

BEST COPY AVAILABLE

QUESTIONNAIRE A.4

1

FORM WITH RESPECT TO ENROLMENTS AND REPEATERS. ....CISKEI............ 19 81

1. As in the past enrolment and repeater statistics per inspection circuit are required.
2. If these statistics have already been compiled per inspection circuit, please complete the table below. However, if summarized statistics on repeaters are not available, please make use of the attached columns which will facilitate your task when making the summary.
3. All statistics must refer to the first Tuesday of March and should correspond to the annual statistics supplied to the Department of Education.

4. Correct repeater statistics are necessary for the calculation of the flow of pupils through the educational system. The phenomenon of pupil repetition should not be seen by the inspector as a personal threat. On the contrary, a high repeater percentage may be the result of a high standard of education which is maintained in a specific circuit.

Classes	Enrolment**			Repeaters*		
	Boys	Girls	Total	Boys	Girls	Total
Sub A ...						
Sub B ...						
Std 1 ...						
Std 2 ...						
Std 3 ...						
Std 4 ...						
Std 5 ...						
Std 6 ...						
Std 7 ...						
Std 8 ...						
Std 9 ...						
Std 10 ...						
TOTAL						

....
INSPECTION CIRCUIT

....
CIRCUIT INSPECTOR

DATE ....

C T Verwey
P U E P
U O F S
Box 339
Bloemfontein
9300

*Repeaters are students who failed their present standard and who, at the moment, are repeating the standard.

**The enrolment of this year, including the repeaters.

BEST COPY AVAILABLE

QUESTIONNAIRE A.5

SUMMARY OF RANKING LISTS SENT BACK BY INSPECTORS ON THE REASONS FOR PUPIL REPETITION

	REASONS	Names of inspectors	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	TOTAL
I.	Qualifications of teachers																																
II.	Pupil teacher ratio																																
III.	Double sessions																																
IV.	Overloaded syllabus																																
V.	Methods of teaching																																
VI.	Lack of facilities																																
VII.	Gap between LP and HP																																
VIII.	Distance from schools and transport problems																																
IX.	Parents attitude towards education																																
X.	Illiterate parents																																
XI.	Poverty, inadequate feeding																																
XII.	Language differences																																
XIII.	Pupils not motivated																																
XIV.	Using children as labourers and babysitters at home																																

BEST COPY AVAILABLE

QUESTIONNAIRE A.6

QUESTIONNAIRE FOR INSPECTORS ON REPEATERS, CISKEI, 1979

In order to assist us in our research on the existence of repeaters, will you kindly rank the following 14 reasons in order of importance. This ranking must be based on your experience in you own circuit.

The reasons are:

I. Inadequate academic qualifications of teachers
II. Insufficient professional training of teachers
III. High pupil-teacher ratio
IV. Overloaded syllabus
V. Outdated teaching methods
VI. Lack of teaching facilities
VII. Gap between LP and HP
VIII. Distance from schools and transport problems
IX. Parents' negative attitude towards education
X. Illiterate parents
XI. Poverty, inadequate feeding
XII. Language problems: changing from mother-tongue to English
XIII. Pupils not motivated
XIV. Using children as labourers and babysitters at home.

The number of the most important reason must be put under a, the second most important reason under b, etc.

Ranking order	a	b	c	d	e	f	g	h	i	j	k	l	m	n
Number of reason														
Points given to reason	140	130	120	110	100	90	80	70	60	50	40	30	20	10

....
NAME OF INSPECTOR

....
CIRCUIT

....
DATE

APPENDIX B

PAGE

TABLE B.1 DAHOMEY, ECUADOR AND THAILAND: REPETITION RATES IN PRIMARY EDUCATION, 1961 TO 1966 (PERCENTAGES) 174

TABLE B.2 PERU: REPETITION RATES BY GRADE, 1970 175

TABLE B.3 RATES OF REPETITION FOR SELECTED COUNTRIES, 1ST LEVEL 176

TABLE B.4 INDONESIA: ENROLMENT AND REPEATERS BY GRADE AND SEX, 1971 177

TABLE B.5 KHMER REPUBLIC: TOTAL ENROLMENT AND REPEATERS BY GRADE AND SEX, 1968/9 177

TABLE B.6 LAOS TOTAL ENROLMENT AND REPEATERS IN PUBLIC PRIMARY SCHOOLS BY GRADE AND SEX, 1970/71 178

TABLE B.1 DAHOMEY, ECUADOR AND THAILAND: REPETITION RATES IN PRIMARY EDUCATION, 1961 TO 1966 (PERCENTAGES)

DAHOMEY

Year	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1961-62	13,9	12,4	12,7	13,0	17,2	26,5
1962-63	17,5	15,9	17,4	16,1	21,6	37,1
1963-64	14,2	17,4	16,2	18,4	24,0	39,4
1964-65	13,2	17,6	24,3	22,1	31,3	42,9
1965-66	13,6	15,7	19,5	21,8	25,5	44,0
1966-67	12,7	14,9	17,9	19,1	24,4	39,7

ECUADOR

Year	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1961-62	25,2	18,5	16,9	17,6	15,2	12,0
1962-63	21,5	12,6	12,6	11,6	10,2	5,9
1963-64	21,4	14,0	11,9	10,6	8,6	4,5
1964-65	17,0	12,2	10,6	9,6	8,7	5,7
1965-66	16,1	11,9	9,6	9,1	6,5	3,0
1966-67	11,4	11,0	8,3	7,8	5,6	2,4

THAILAND

Year	Grade 1	Grade 2	Grade 3	Grade 4
1962-63	28,1	15,5	12,2	5,6
1963-64	25,9	18,2	13,6	5,5
1964-65	28,5	16,3	15,5	6,5
1965-66	27,7	16,7	14,0	7,3

SOURCE: Verwey, 1981, pp. 277-279

TABLE B.2 PERU: REPETITION RATES BY GRADE, 1970

Grades		Day only			Night only		
		Repetitions 1 0000	Enrolments 1 000	Repetition Rate %	Repetitions 1 000	Enrolments 1 000	Repetition Rate %
Primary Transition:		166,9	659,0	25,3	1,3	22,0	5,9
	1st	87,7	464,5	18,9	1,6	20,8	7,7
	2nd	49,7	371,3	13,4	1,7	19,9	8,5
	3rd	42,7	336,2	12,7	2,0	22,3	9,0
	4th	27,5	279,6	9,8	1,9	24,1	7,9
	5th	13,4	230,5	5,8	1,4	22,6	6,2
	6th	-	-	-	0,8	15,6	5,1
	TOTAL	387,9	2341,1	110,6	10,7	147,3	7,3

SOURCE: Hay, 1976, p. 51

TABLE B.3 RATES OF REPETITION FOR SELECTED COUNTRIES, 1ST LEVEL

		GRADES							
Country	Year	1	2	3	4	5	6	7	8
AFRICA									
Algeria	1967-68	10,5	11,0	17,5	20,3	17,3	19,7	-	-
Botswana	1966-67	25,7	20,9	23,2	19,1	17,4	19,8	47,6	-
Burundi	1966-67	25,9	20,3	20,0	18,3	21,3	24,9	-	-
Chad	1967-68	42,4	32,6	30,3	27,6	29,5	54,0	-	-
Congo, People's Republic	1966-67	35,5	25,9	24,6	22,5	24,7	40,7	-	-
Gabon	1966-67	48,8	27,3	26,8	24,0	26,9	50,6	-	-
Mali	1966-67	27,4	29,9	30,7	34,1	49,0	-	-	-
Morocco	1968-69	23,8	21,9	27,0	30,8	50,2	-	-	-
Rwanda	1966-67	34,7	23,2	21,2	22,3	20,8	34,0	-	-
Togo	1967-68	46,0	28,5	34,6	28,8	34,6	45,3	-	-
Upper Volta	1966-67	12,5	12,9	15,2	16,6	16,4	30,9	-	-
LATIN AMERICA									
Argentina	1966-67	22,9	13,6	11,1	9,2	6,4	4,4	-	-
Brazil	1967-68	30,1	19,2	17,1	11,6	-	-	-	-
Colombia	1967-68	24,0	18,9	15,7	11,7	9,7	-	-	-
Dominican Republic	1967-68	35,2	19,2	17,3	12,9	11,3	8,6	-	-
Guatemala	1967-68	25,9	16,7	14,6	11,9	7,	2,6	-	-
Mexico	1967-68	20,2	12,6	12,2	10,4	8,5	3,5	-	-
Panama	1966-67	27,2	20,1	19,2	15,6	12,8	5,6	-	-
Paraguay	1967-68	26,3	20,7	14,8	10,1	6,0	4,9	-	-
Uruguay	1968-69	31,2	22,1	17,7	15,8	13,5	6,6	-	-
Venezuela	1967-68	18,5	10,1	11,6	11,3	8,4	3,9	-	-
EUROPE									
Bulgaria	1966-67	8,0	5,5	4,7	4,7	10,4	6,8	5,4	3,4
Hungary	1966-67	8,8	5,3	4,2	3,4	5,9	4,3	2,8	0,5
Italy	1966-67	12,6	10,8	10,2	9,7	8,6	-	-	-
Portugal	1966-67	33,5	21,7	17,7	18,3	-	-	-	-
Romania	1966-67	10,0	5,2	4,6	4,3	9,9	7,2	7,6	3,6
Yugoslavia	1966-67	10,7	8,3	7,5	7,0	13,8	13,8	11,6	3,5

SOURCE: Unesco, 1972, p. 19.

TABLE B.4 INDONESIA: ENROLMENT AND REPEATERS BY GRADE AND SEX, 1971

Grade	Total Enrolment		Repeaters (included in total)	
	Both Sexes	Girls	Both Sexes	Girls
1	3 246 948	1 363 718	551 981	-
2	2 841 079	1 250 075	397 751	-
3	2 705 790	1 136 432	270 579	-
4	2 029 343	852 323	102 641	-
5	1 623 474	681 859	97 408	-
6	1 082 316	397 751	10 823	-
TOTAL	13 528 950	5 682 150	1 511 183	-
- Urban	2 435 211	-	256 901	-
- Rural	11 093 739	-	1 254 282	-

SOURCE: Unesco 1973.

TABLE B.5 KHMER REPUBLIC: TOTAL ENROLMENT AND REPEATERS BY GRADE AND SEX, 1968/9

Grade	Total Enrolment		Repeaters (included in Total)	
	Both Sexes	Girls	Both Sexes	Girls
1	329 638	144 449	77 914	34 635
2	204 851	90 977	30 915	13 667
3	150 335	64 041	20 644	8 433
4	105 350	40 826	12 993	4 758
5	72 501	25 340	7 691	2 563
6	56 781	15 720	11 571	3 137
TOTAL	919 456	381 353	161 728	67 193

SOURCE: Unesco 1973.

TABLE B.6 LAOS: TOTAL ENROLMENT AND REPEATERS IN PUBLIC PRIMARY SCHOOLS BY GRADE AND SEX, 1970/71

	Both Sexes		Girls only	
Grade	Enrolment	Repeaters	Enrolment	Repeaters
1	84 895	35 163	33 787	13 490
2	44 692	10 236	16 739	4 019
3	33 963	7 904	12 024	2 705
4	22 241	4 465	7 405	1 485
5	15 854	2 879	4 812	925
6	14 728	4 101	4 050	1 211
TOTAL:	216 687	64 748	78 999	23 835

SOURCE: Unesco, 1973

APPENDIX C

		PAGE
TABLE C.1	CISKEI: PUPIL ENROLMENT AND REPEATERS ACCORDING TO INSPECTION CIRCUIT, STANDARD AND SEX, PRIMARY EDUCATION, 1977	180
TABLE C.2	CISKEI: PUPIL ENROLMENT AND REPEATERS ACCORDING TO INSPECTION CIRCUIT, STANDARD AND SEX, PRIMARY EDUCATION, 1978	181
TABLE C.3	CISKEI: PUPIL ENROLMENT AND REPEATERS ACCORDING TO INSPECTION CIRCUIT, STANDARD AND SEX, PRIMARY EDUCATION, 1979	182
TABLE C.4	CISKEI: PUPIL ENROLMENT AND REPEATERS ACCORDING TO INSPECTION CIRCUIT, STANDARD AND SEX, PRIMARY EDUCATION, 1980	183
TABLE C.5	CISKEI: ENROLMENT AND REPEATERS ACCORDING TO STANDARD AND SEX, PRIMARY EDUCATION, 1981	184
TABLE C.6	CISKEI: ENROLMENT OF PRIMARY PUPILS WITH HERSCHEL AND GLEN GREY EXCLUDED, 1975	184
TABLE C.7	CISKEI: PUPIL ENROLMENT, REPEATERS AND % REPEATERS ADJUSTED TO OFFICIAL FIGURES FOR PUPIL ENROLMENT, PRIMARY EDUCATION, 1976-1980	185

TABLE C.1 CISKEI: PUPIL ENROLMENT AND REPEATERS ACCORDING TO INSPECTION CIRCUIT, STANDARD AND SEX, PRIMARY EDUCATION, 1977

	SSA		SSB		STD 1		STD 2		STD 3		STD 4		STD 5		TOTAL		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	TOTAL
1. Alice																	
Enrolment	1337	1177	1022	970	1004	1006	874	848	786	848	620	768	552	789	6195	6406	12601
Repeaters	77	51	65	56	110	81	136	82	155	124	89	89	119	135	751	618	1369
% Repeaters	5,8	4,3	6,4	5,8	11,0	8.1	15,6	9,7	19,7	14,6	14,4	11,6	21,6	17,1	12,1	9,7	10,9
2. Hewu																	
Enrolment	2263	2195	1449	1432	1299	1353	1094	1193	1014	1189	719	956	774	971	8612	9289	17901
Repeaters	58	48	27	24	83	50	91	102	168	152	83	106	166	215	676	697	1373
% Repeaters	2,6	2,2	1,9	1,7	6,4	3,7	8,3	8,6	16,6	12,8	11,5	11,1	21,5	22,1	7,9	7,5	7,7
3. Mathole																	
Enrolment	2053	1787	1417	1177	1221	1198	927	992	998	1027	680	846	611	848	7807	7875	15682
Repeaters	448	332	329	160	308	200	170	121	221	194	166	118	147	183	1789	1308	3097
% Repeaters	21,8	18,6	23,2	13,6	25,2	16,7	18,3	12,2	24,6	18,9	24,4	14,0	24,1	21,6	22,9	16,6	19,8
4. Mdantsane Central																	
Enrolment	862	807	585	578	467	477	437	434	646	818	499	695	439	671	3955	4460	8455
Repeaters	99	66	37	34	21	18	23	13	69	92	43	53	51	66	343	342	685
% Repeaters	11,2	8,2	6,3	5,9	4,5	3,8	5,3	3,0	10,7	11,3	8,6	7,6	11,6	9,8	8,7	7,6	8,1
5. Mdantsane East																	
Enrolment	1817	1597	1108	1069	1088	964	843	886	708	814	524	625	382	641	6470	6596	13066
Repeaters	153	106	101	70	146	92	86	63	118	91	68	73	78	120	750	615	1365
% Repeaters	8,4	6,6	9,1	6,6	13,4	9,5	10,2	7,1	16,7	11,2	13,0	11,7	20,4	18,7	11,6	9,3	10,5
6. Middeldrift																	
Enrolment	1898	1690	1388	1214	1296	1144	1109	1120	1013	962	758	826	684	981	8146	7937	16083
Repeaters	207	164	162	64	149	63	172	81	191	122	102	95	215	227	1198	816	2014
% Repeaters	10,9	9,7	11,7	5,3	11,5	5,5	15,5	7,2	19,9	12,7	13,5	11,5	31,4	23,1	14,7	10,3	12,5
7. Peddie																	
Enrolment	2215	2078	1621	1433	1438	1384	1233	1223	1145	1172	817	1025	814	1080	9283	9395	18678
Repeaters	215	145	202	112	190	84	151	114	271	187	148	152	269	240	1495	1034	2529
% Repeaters	10,2	7,0	12,5	7,8	13,2	6,1	12,3	9,3	23,7	16,0	18,1	14,8	33,1	22,2	16,1	11,0	13,5
8. Zwelitsha																	
Enrolment	2408	2160	1577	1489	1350	1313	1135	1097	913	1022	732	892	666	1083	8781	9056	17837
Repeaters	367	302	221	155	222	148	158	107	154	143	115	137	105	154	1342	1146	2488
% Repeaters	15,2	14,0	14,0	10,4	16,4	11,3	13,9	9,8	16,9	14,0	15,7	15,4	15,8	14,2	15,3	12,7	14,0
TOTAL																	
Enrolment	14873	13491	10167	9362	9163	8839	7652	7793	7123	7852	5349	6633	4922	7064	59249	61034	120283
Repeaters	1634	1214	1144	675	1229	726	987	683	1347	1105	814	823	1150	1340	8344	6576	14920
% Repeaters	11,0	9,0	11,3	7,2	13,4	8,3	12,9	8,8	18,9	14,1	15,2	12,4	23,4	19,0	14,1	10,8	12.4

BEST COPY AVAILABLE

TABLE C.2 CISKEI: PUPIL ENROLMENT AND REPEATERS ACCORDING TO INSPECTION CIRCUIT, STANDARD AND SEX, PRIMARY EDUCATION, 1978

	SSA		SSB		STD 1		STD 2		STD 3		STD 4		STD 5		TOTAL		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	TOTAL
1. Alice																	
Enrolment	1302	1177	1023	987	968	929	918	887	767	783	593	677	599	740	6130	6180	12310
Repeaters	46	28	55	39	80	46	82	53	106	81	42	32	75	102	486	381	867
% Repeaters	3,5	2,4	5,4	4,0	8,3	5,0	8,9	6,0	13,8	10,3	7,1	4,7	13,4	13,8	7,9	6,2	7,0
2. Nqwu																	
Enrolment	2852	2593	1712	1680	1449	1532	1276	1374	1148	1353	938	1080	791	1034	10166	10646	20812
Repeaters	75	51	58	45	110	71	78	53	166	171	96	101	87	99	670	591	1261
% Repeaters	2,6	2,0	3,4	2,7	7,6	4,6	6,1	3,9	14,5	12,6	10,2	9,4	11,0	9,6	6,6	5,6	6,1
3. Mathele																	
Enrolment	2411	2069	1547	1340	1354	1271	1043	1080	965	1082	821	1024	648	896	8789	8762	17551
Repeaters	438	355	310	171	290	196	192	110	239	187	144	133	92	103	1705	1255	2960
% Repeaters	18,2	17,2	20,0	12,8	21,4	15,4	18,4	10,2	24,8	17,3	17,5	13,1	14,2	11,5	19,4	14,3	16,9
4. Mdantsane Central																	
Enrolment	2268	2281	1639	1529	1248	1405	1125	1257	887	1016	719	911	681	891	8567	9290	17857
Repeaters	211	197	159	87	97	90	79	65	91	92	50	63	44	68	731	662	1393
% Repeaters	9,3	8,6	9,7	5,7	7,8	6,4	7,0	5,2	10,3	9,1	7,0	6,9	6,5	7,6	8,5	7,1	7,8
5. Mdantsane East																	
Enrolment	2484	2288	1559	1421	1397	1369	1130	1130	938	1017	697	932	544	762	8749	8919	17668
Repeaters	247	183	198	125	231	140	184	123	193	127	71	85	54	73	1178	856	2034
% Repeaters	9,9	8,0	12,7	8,8	16,5	10,2	16,3	10,9	20,6	12,5	10,2	9,1	9,9	9,6	13,5	9,6	11,5
6. Middeldrift																	
Enrolment	1810	1590	1428	1192	1256	1127	1128	969	1000	1076	835	880	716	871	8173	7705	15878
Repeaters	126	86	102	71	131	61	141	68	198	102	104	53	98	112	900	553	1455
% Repeaters	7,0	5,4	7,1	6,0	10,4	5,4	12,5	7,0	19,8	9,5	12,5	6,0	13,7	12,9	11,0	7,2	9,2
7. Peddie																	
Enrolment	2293	2052	1734	1656	1567	1398	1303	1280	1281	1286	935	1139	872	1100	9985	9911	19896
Repeaters	169	112	145	74	137	82	165	96	246	153	142	126	77	71	1081	741	1795
% Repeaters	7,4	5,5	8,4	4,5	8,7	5,9	12,7	7,5	19,2	11,9	15,2	11,1	8,8	6,5	10,8	7,2	9,0
8. Zwelitsha																	
Enrolment	3084	2748	1975	1847	1872	1751	1502	1505	1367	1459	1085	1307	968	1314	11853	11931	23784
Repeaters	334	238	216	148	203	128	129	84	211	152	132	140	105	143	1330	1039	2369
% Repeaters	10,8	8,7	10,9	8,0	10,8	7,3	8,6	5,6	15,4	10,4	12,2	10,7	10,9	11,3	11,2	8,7	10,0
TOTAL																	
Enrolment	18504	16798	12617	11653	11111	10782	9425	9482	8353	9072	6623	7950	5779	7603	72412	73344	145756
Repeaters	1646	1250	1243	760	1279	814	1050	652	1450	1065	781	733	632	777	8081	6051	14132
% Repeaters	9,9	7,4	9,9	6,5	11,5	7,6	11,1	6,9	17,4	11,7	11,8	9,2	10,9	10,2	11,2	8,3	9,7

BEST COPY AVAILABLE

TABLE C.3 CISKEI: PUPIL ENROLMENT AND REPEATERS ACCORDING TO INSPECTION CIRCUIT, STANDARD AND SEX, PRIMARY EDUCATION, 1979

	SSA		SSB		STD 1		STD 2		STD 3		STD 4		STD 5		TOTAL		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	TOTAL
1. Alice																	
Enrolment	1517	1416	1176	1136	1218	1133	1099	1128	961	1013	734	862	853	1002	7558	7690	15248
Repeaters	109	61	87	52	99	65	86	65	161	114	99	90	132	152	773	599	1372
% Repeaters	7,2	4,3	7,4	4,6	8,1	5,7	7,8	5,8	16,8	11,3	13,5	10,4	15,5	15,2	10,2	7,8	9,0
2. Mewu																	
Enrolment	2842	2536	1993	1893	1665	1647	1313	1430	1310	1502	968	1306	934	1104	11025	11418	22443
Repeaters	188	149	144	121	189	138	104	78	251	231	176	180	124	132	1176	1029	2205
% Repeaters	6,6	5,9	7,2	6,4	11,4	8,4	7,9	5,5	19,2	15,4	18,2	13,8	13,3	12,0	10,7	9,0	9,8
3. Mathole																	
Enrolment	2500	2144	1683	1318	1376	1295	1169	1171	1230	1367	746	904	782	1065	9486	9264	18750
Repeaters	514	418	348	176	313	181	183	116	311	202	154	132	110	120	1833	1345	3178
% Repeaters	20,6	19,5	20,7	13,4	22,8	14,0	15,7	9,9	17,2	14,8	20,6	14,6	14,1	11,3	19,3	14,5	17,0
4. Mdantsane Central																	
Enrolment	2762	2716	1874	1820	1577	1557	1181	1356	1343	1431	1180	1373	1148	1395	11065	11648	22713
Repeaters	178	150	198	54	122	108	90	62	91	92	115	129	296	328	1090	923	2013
% Repeaters	6,4	5,5	10,6	3,0	7,7	6,9	7,6	4,6	6,8	6,4	9,8	9,4	25,8	23,5	9,9	7,9	8,9
5. Mdantsane East																	
Enrolment	2911	2603	1729	1628	1546	1467	1324	1423	1134	1238	888	1081	825	1222	10357	10662	21019
Repeaters	265	185	231	122	236	162	171	97	200	144	125	107	142	180	1370	997	2367
% Repeaters	9,1	7,2	13,4	7,5	15,3	11,0	12,9	6,8	17,6	11,6	14,1	9,[illegible]	17,2	14,7	13,2	9,4	11,3
6. Middeldrift																	
Enrolment	1960	1712	1513	1259	1446	1215	1240	1172	1133	1059	1011	1163	884	982	9187	8562	17749
Repeaters	154	109	158	89	164	90	193	102	184	94	163	99	139	112	1155	695	1850
% Repeaters	7,9	6,4	10,4	14,2	11,3	7,4	15,6	8,7	16,2	8,9	16,1	8,5	15,7	11,4	12,6	8,1	10,4
7. Peddie																	
Enrolment	2446	2151	1814	1645	1540	1537	1324	1353	1190	1227	978	1100	866	1132	10158	10145	20303
Repeaters	157	92	142	98	179	112	142	[illegible]	168	125	99	93	141	92	1028	695	1723
% Repeaters	6,4	4,3	7,8	6,0	11,6	7,3	10,7	6,1	14,1	10,2	10,1	8,4	16,3	8,1	10,1	6,9	8,5
8. Zwelitsha																	
Enrolment	3557	3210	2177	1956	1900	1762	1627	1701	1523	1540	1181	1410	1060	1755	13025	13364	26389
Repeaters	362	160	279	159	246	158	153	106	196	172	176	161	186	237	1598	1153	2751
% Repeaters	10,1	5,0	12,8	8,0	13,0	9,0	9,4	6,2	12,9	11,2	14,9	11,4	17,6	13,5	12,3	8,6	10,5
TOTAL																	
Enrolment	20495	18438	13959	12685	12268	11613	10277	10734	9824	10377	7686	9199	7352	9657	81861	82753	164614
Repeaters	1927	1324	1587	871	1548	1014	1122	709	1462	1174	1107	991	1270	1353	10023	7436	17459
% Repeaters	9,4	7,2	11,4	6,9	12,6	8,7	10,9	6,6	14,9	11,3	14,4	10,8	17,3	14,0	12,2	9,0	10,6

BEST COPY AVAILABLE

TABLE C.4 CISKEI: PUPIL ENROLMENT AND REPEATERS ACCORDING TO INSPECTION CIRCUIT, STANDARD AND SEX, PRIMARY EDUCATION, 1980

	SSA		SSB		STD 1		STD 2		STD 3		STD 4		STD 5		TOTAL		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	TOTAL
1. Alice																	
Enrolment	1492	1409	1155	1025	1117	1079	1065	1010	978	988	834	1073	832	1039	7473	7623	15096
Repeaters	117	91	96	48	128	57	89	49	138	105	76	90	123	124	767	564	1331
% Repeaters	7,8	6,5	8,3	4,7	11,5	5,3	8,4	4,9	14,1	10,6	9,1	8,4	14,8	11,9	10,3	7,4	8,8
2. Hewu																	
Enrolment	2975	2744	2069	1881	1765	1737	1297	1479	1396	1546	1090	1408	925	1216	11517	12011	23528
Repeaters	201	144	162	129	246	142	170	125	266	180	149	159	199	150	1393	1019	2412
% Repeaters	6,8	5,2	7,8	6,9	13,9	8,2	13,1	8,5	19,1	11,6	13,7	11,3	21,5	12,3	12,1	8,4	10,3
3. Mathole																	
Enrolment	2185	1796	1554	1290	1470	1232	1089	1083	1083	1186	823	952	780	1032	8984	8571	17555
Repeaters	454	266	139	150	120	151	137	113	200	179	116	104	139	144	1305	1107	2412
%Repeaters	20,8	14,8	8,9	11,6	8,2	12,3	12,6	10,4	18,5	15,1	14,1	10,9	17,8	14,0	14,5	12,9	13,7
4. Mdantsane Central																	
Enrolment	2657	2468	1883	1876	1551	1579	1336	1455	1182	1273	1009	1168	844	1024	10462	10845	21307
Repeaters	251	221	188	146	129	103	86	81	139	105	94	129	103	116	990	901	1891
% Repeaters	9,4	9,0	10,0	7,8	8,3	6,5	6,4	5,6	11,8	8,2	9,3	11,0	12,2	11,3	9,5	8,3	8,9
5. Mdantsane East																	
Enrolment	2430	2207	1384	1401	1318	1103	1158	857	962	994	798	779	693	810	8843	8151	16994
Repeaters	359	299	228	162	[illegible]	[illegible]	161	112	182	129	101	94	109	143	1385	1094	2479
% Repeaters	14,8	13,5	16,4	11,6	17,3	14,1	14,0	13,1	18,9	13,0	12,7	12,1	15,7	17,7	15,7	13,4	14,6
6. Middeldrift																	
Enrolment	1859	1569	1315	1183	1377	1083	1105	1066	1084	1076	819	915	808	960	8367	7852	16219
Repeaters	125	97	142	82	192	75	161	82	189	87	122	85	124	87	1055	595	1650
% Repeaters	6,7	6,2	10,8	6,9	13,9	6,9	14,6	7,7	17,4	8,1	14,9	9,3	15,3	9,1	12,6	7,6	10,2
7. Peddie																	
Enrolment	1673	1581	1330	1133	1339	1152	979	1047	901	985	742	889	742	894	7706	7681	15387
Repeaters	126	101	134	86	144	76	140	57	135	94	87	73	131	108	897	595	1492
% Repeaters	7,5	6,4	10,1	7,6	10,8	6,6	14,3	5,4	15,0	9,5	11,7	8,2	17,7	12,1	11,6	7,7	9,7
8. Zwelitsha																	
Enrolment	2727	2426	1730	1719	1469	1357	1384	1291	1193	1261	2810	1145	880	1074	12203	10273	22476
Repeaters	382	280	275	151	237	148	154	101	222	175	136	111	118	164	1524	1130	2654
% Repeaters	14,0	11,5	15,9	8,8	16,1	10,9	11,1	7,8	18,6	13,9	4,8	9,7	13,3	15,3	12,5	11,0	11,8
TOTAL																	
Enrolment	17958	16200	12420	11510	11506	10322	9403	9285	8779	9309	8925	8329	6514	8049	75545	73007	148552
Repeaters	2015	1499	1364	954	1441	[illegible]	1098	720	1471	1054	881	845	1046	1036	9316	7015	16331
% Repeaters	11,2	9,3	11,0	8,3	12,5	8,8	11,7	7,8	16,8	11,3	9,9	10,1	16,1	12,9	12,3	9,6	11,0

BEST COPY AVAILABLE

TABLE C.5 CISKEI: ENROLMENT AND REPEATERS ACCORDING TO STANDARD AND SEX, PRIMARY EDUCATION, 1981

	Male			Female		
Standard	Enrolment	Repeaters	% Repeaters	Enrolment	Repeaters	% Repeaters
SSA	22 822	2 841	12,5	20 791	2 288	11,0
SSB	15 762	2 042	13,0	14 207	1 329	9,4
Std.1	13 870	2 020	14,6	12 846	1 382	10,8
Std.2	11 350	1 375	12,1	11 365	967	8,5
Std.3	11 850	1 630	13,8	11 781	1 411	12,0
Std.4	8 734	1 160	13,3	10 205	1 096	10,7
Std.5	7 883	1 068	13,6	9 782	1 245	12,7
TOTAL:	92 271	12 142	13,2	90 977	9 718	10,7

TABLE C.6 CISKEI: ENROLMENT OF PRIMARY PUPILS WITH HERSCHEL AND GLEN GREY EXCLUDED, 1975

	SSA	SSB	Std.1	Std.2	Std.3	Std.4	Std.5
Total enrolment of Ciskei 1975	44 650	31 417	29 681	25 189	22 199	17 856	14 554
Glen Grey	7 152	4 878	4 514	3 612	2 701	2 118	1 777
Herschel	6 093	4 293	3 881	3 271	2 905	2 292	1 838
Enrolment without Glen Grey and Herschel	31 405	22 246	21 286	18 306	16 593	13 446	10 939
Boys (divided by 2)*	15 702	11 123	10 643	9 153	8 296	6 723	5 469

* No figures for boys and girls seperately available for Herschel and Glen Grey. The figures for 1975 are needed for the construction of the cohort model.

TABLE C.7 CISKEI: PUPIL ENROLMENT, REPEATERS AND % REPEATERS ADJUSTED TO OFFICIAL FIGURES FOR PUPIL ENROLMENT, PRIMARY EDUCATION, 1976-1980

YEAR	1976			1977			1978			1979			1980		
STANDARD	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
SSA															
Enrolment	16481	14423	30904	18252	16276	34528	19230	17800	37030	20264	18238	38502	21959	19855	41814
Repeaters	1813	1312	3125	2008	1465	3473	1711	1317	3028	1905	1313	3218	2459	1847	4306
% Repeaters	11,0	9,1	10,1	11,0	9,0	10,0	8,9	7,4	8,2	9,4	7,2	8,3	11,2	9,3	10,3
SSB															
Enrolment	11461	10281	21742	12426	11420	23846	13539	12249	25788	13792	12453	26245	14673	13435	28108
Repeaters	1329	689	2018	1404	822	2226	880	1409	2289	1572	859	2431	1614	1115	2729
% Repeaters	11,6	6,7	9,2	11,3	7,2	9,3	6,5	11,5	8,9	11,4	6,9	9,2	11,0	8,3	9,7
Std 1															
Enrolment	10428	9861	20289	11150	10391	21541	11684	11396	23080	12239	11443	23682	13049	12190	25239
Repeaters	1512	1026	2538	1494	862	2356	1344	866	2210	1542	996	2538	1831	1073	2704
% Repeaters	14,5	10,4	12,5	13,4	8,3	10,9	11,5	7,6	9,6	12,6	8,7	10,7	12,5	8,8	10,7
Std 2															
Enrolment	9039	8869	17908	9366	9571	18937	9960	9848	19808	10162	10448	20610	10680	10988	21668
Repeaters	1410	896	2306	1208	842	2050	1106	680	1786	1108	690	1798	1250	857	2107
% Repeaters	15,6	10,1	12,9	12,9	8,8	10,8	11,1	6,9	9,0	10,9	6,6	8,7	11,7	7,8	9,7
Std 3															
Enrolment	7958	8718	16676	8961	9535	18496	9356	10092	19448	9793	10254	20047	10293	11015	21308
Repeaters	1289	1090	2379	789	1802	2591	1628	1181	2809	1459	1159	2618	1729	1245	2974
% Repeaters	16,2	12,5	14,3	8,8	18,9	14,0	17,4	11,7	14,4	14,9	11,3	13,0	16,8	11,3	14,0
Std 4															
Enrolment	6040	7532	13572	6706	8097	14803	7518	8949	16467	7830	9304	17134	8426	9842	18268
Repeaters	846	866	1712	1019	1004	2023	887	823	1710	1128	1005	2133	969	994	1963
% Repeaters	14,0	11,5	12,6	15,2	12,4	13,7	11,8	9,2	10,4	14,4	10,8	12,4	11,5	10,1	10,8
Std 5															
Enrolment	6382	8977	15359	6111	8559	14670	6495	8504	14999	7250	9168	16418	8015	9894	17909
Repeaters	1602	2253	3855	1430	1626	3056	708	867	1575	1254	1284	2538	1290	1276	2566
% Repeaters	25,1	25,1	25,1	23,4	19,0	20,8	10,9	10,2	10,5	17,3	14,0	15,4	16,1	12,9	14,3

SOURCE: Verwey, 1981, p. 55.

BEST COPY AVAILABLE

APPENDIX D

PAGE

TABLE D.1 CISKEI: CAUSES OF REPETITION GIVEN BY PRINCIPALS, 1978 187

TABLE D.2 CISKEI: CAUSES OF REPETITION GIVEN BY PRINCIPALS, 1979 188

TABLE D.3 CISKEI: CAUSES OF REPETITION GIVEN BY TEACHERS IN INTERVIEWS, 1978-1979 188

TABLE D.4 CISKEI: CAUSES OF REPETITION GIVEN BY PRINCIPALS IN INTERVIEWS, ZWELITSHA AND MDANTSANE CENTRAL CIRCUITS, 1978-1980 189

TABLE D.1 CISKEI: CAUSES OF REPETITION GIVEN BY PRINCIPALS, 1978

	Causes	Number of principals
1.	Irregular attendance	216
2.	Pupil-teacher ratio	44
3.	Parents (not interested; uninformed)	39
4.	Lack of exercise books	28
5.	Hunger, poverty, starvation	22
6.	Lack of individual attention	20
7.	Slow learners (dull)	15
8.	Automatic promotion	14
9.	Lack of foundation in previous classes	11
10.	Home conditions	7
11.	Lack of teaching aids	6
12.	Double sessions	6
13.	Distance from school	6
14.	Parents move from place to place	5
15.	Teachers' methods of teaching	4
16.	Syllabus overload	4
17.	Illness	4
18.	Pupils from other schools	4
19.	Lack of accommodation (classrooms)	4
20.	Lack of furniture	4
21.	Platoon system	4
22.	Handicapped	3
23.	Combined classes	3
24.	Inexperienced teachers	2
25.	Lack of lesson preparation	1
26.	School riots	1
27.	Lack of supervision	1
28.	Lack of buildings	1
29.	Initiation school for girls	1

The phenomenon of irregular attendance was explained as follows:

1.	Use of boys as herdboys/for ploughing and reaping/dipping of cattle	33
2.	Use of boys to sell fruit/vegetables	1
3.	Illness	6
4.	Girls looking after babies	4
5.	Cold/bad weather	9
6.	Working on farms	1
7.	Working parents (no control)	4
8.	Poverty	1
9.	Resettled families	1
	TOTAL	60

Not all principals volunteered these explanations. Those who gave reasons did so of their own free will.

BEST COPY AVAILABLE

TABLE D.2 CISKEI: CAUSES OF REPETITION GIVEN BY PRINCIPALS, 1979

	Cause	Number of principals
1.	Irregular attendance	294
2.	Pupil-teacher ratio	58
3.	Automatic promotion	18
4.	Weak foundation	16
5.	Language problem	62
6.	Lack of guidance ~~and~~	9
7.	Lack of facilities	45
8.	Methods of teaching	11
9.	Non-co-operation of parents	63
10.	Environmental problems(Home conditions)	17
11.	Carelessness of pupils	14

TABLE D.3 CISKEI: CAUSES OF REPETITION GIVEN BY TEACHERS IN INTERVIEWS, 1978-1979

	Reason	Number of teachers
1.	Irregular attendance	92
2.	Dullness/Mental retardation	50
3.	Parental attitude towards education	30
4.	Use of children as workers at home	28
5.	Lack of exercise books	26
6.	Poverty, inadequate feeding	15
7.	Pupil-teacher ratio	11
8.	Pupils not motivated	7
9.	Overloaded syllabus	2
10.	Gap between lower primary and higher primary	1
Number of teachers interviewed:		126

BEST COPY AVAILABLE

TABLE D.4 CISKEI: CAUSES OF REPETITION GIVEN BY PRINCIPALS IN INTERVIEWS, ZWELITSHA AND MDANTSANE CENTRAL CIRCUITS, 1978-1980

	Reason	Number of principals
1.	Irregular attendance	50
2.	Poverty, inadequate feeding	23
3.	Parental attitude towards education	20
4.	Lack of facilities (Exercise books)	18
5.	Methods of teaching	10
6.	Pupil-teacher ratio	10
7.	Use of children as workers at home	8
8.	Gap between lower primary and higher primary	6
9.	Overloaded syllabus	4
10.	Language difficulties	3
11.	Pupils not motivated	2
Number of principals interviewed in Zwelitsha		44
Number of principals interviewed in Mdantsane Central		36
		80

BEST COPY AVAILABLE

BIBLIOGRAPHY

BAKHSHI, G.L. *Towards better education*. New Delhi: S. Chand, 1977.

BEEBY, C.E. *The quality of education in developing countries*. Cambridge: Harvard University Press, 1966.

BERSTECHER, D. Wastage in primary education: A comparative look at three developing countries. *Comparative Education* 8(2), September 1972: 75-84.

BLITZ, R.C. Some observations concerning the Chilean educational system and its relation to economic growth. *In*: ANDERSON, C.A. *and* BOWMAN, M.J. *eds*. *Education and economic development*. London: Frank Cass, 1971.

BONE, R.C. *Et nos mutamur*: *The future of teacher education*. Salisbury: University College of Rhodesia, 1970. (An inaugural lecture)

BOTSWANA. National commission on education. *Kagisano kathuto. Education for Kagisano*. *Report of the National Commission on Education*. Gaberone: 1977.

BRIMER, M.A. Identifying and controlling the sources of wastage in primary education. *Bulletin of the Unesco Regional Office for Education in Asia* 14, June 1973: 199-209.

BRIMER, M.A. and PAULI, L. *Wastage in education*. *A world problem*. Paris: Unesco, 1971.

CALLAWAY, A. Unemployed youth and vocation-oriented education in Africa. In: PONSIOEN, J.A. ed. Educational innovations in Africa: policies and administration. The Hague: Institute of Social Studies, 1972.

CAMERON, J. and DODD, W.A. Society, schools and progress in Tanzania. London: Pergamon Press, 1970.

CASTLE, E.B. Education for self-help. New strategies for developing countries. London: Oxford University Press, 1972.

CASTLE, E.B. Growing up in East Africa. London: Oxford University Press, 1966.

CHAMBERS, J. In-service: Its rationale, organisation and finance. British Journal of in-service education 3(2), Spring 1977: 93-97.

CINGO, R. Aspects of mother-tongue instruction. In: DUMINY, P.A. ed. Trends and challenges in the education of the South African Bantu. Pretoria: Van Schaik, 1967.

COOMBS, P.H. The world educational crisis: A systems analysis. New York: Oxford University Press, 1968.

COURT, D. and GHAI, D.P. eds. Education, society and development. New perspectives from Kenya. Nairobi: Oxford University Press, 1974.

CURLE, A. Educational problems of developing societies with case studies of Ghana and Pakistan. New York: Praeger Publishers, 1969.

CURLE, A. Planning for education in Pakistan - A personal case study. Cambridge: Harvard University Press, 1966.

DOUGLAS, J.W.B. The home and the school. London: Macgibbon and Kee, 1964.

DUMAZEDIER, J. Continuing education and the educational system in France. In: UNESCO. The school and continuing education: four studies. Paris: Unesco, 1972.

DUMINY, P.A. Rote versus meaningful learning. In: DUMINY, P.A. Trends and challenges in the eduation of the South African Bantu. Pretoria: Van Schaik, 1967.

EMMERIJ, L. Can the school build a new social order? Amsterdam: Elsevier Scientific Publishing Company, 1974.

FAFUNWA, A.B. Supply and training of tutors of teacher training colleges. In: KENYA INSTITUTE OF EDUCATION. Teacher training and inservice training of teachers. Nairobi: East African Publishing House, 1969.

FREIRE, M.E. Educational wastage: a statistical measure. Berkeley: University of California, 1977.

HAMMOND, J.M. Progress assessment of selected goals of the development program in education for Sierra Leone 1964-1970. Ann Arbor: Xerox University Microfilms, 1973.

HANS, N. Comparative education. A study of educational factors and traditions. London: Routledge and Kegan Paul, 1971.

HARRIS, B.M. *Improving staff performance through in-service education*. Boston: Allan and Bacon, 1970.

HAY, A. *Educational finance and educational reform in Peru*. Paris: IIEP, 1976.

HELM, C.A.G. *Die moedertaal as onderrigmedium in die onderwys van die swart volke van Afrika en die Republiek van Suid-Afrika*. Bloemfontein: Die Universiteit van die Oranje Vrystaat, Navorsingseenheid vir Onderwysstelselbeplanning, 1979.

HERCIK, V. European models of teacher education in developing countries. *In*: LOMAX, P.E. *European perspectives in teacher education*. London: John Wiley and Sons, 1976.

HINKLE, R.J. *Educational problems and policies in post independence Tanzania*. Ann Arbor: Xerox University Microfilms, 1970.

HOWEY, K.R. Evaluating inservice education. *In*: EDELFELT, R.A. *ed*. *Inservice education*. New York: Western Washington University, 1978

HUNT, F.J. Attendance patterns, father's occupation and the school program. *International review of education* 19(4), 1973: 479-489.

HUQ, M.S. *Education, manpower and development in South and South East Asia*. New York: Praeger Publishers, 1975.

HURWITZ, N. *The economics of Bantu education in South Africa*. Johannesburg: South African Institute of Race Relations, 1964.

HUSAIN, A.F.A. *Educational planning in Bangladesh*. Bergen: The Chr Michelson Institute, 1973. (DERAP Paper No 49)

HUSéN, T. *Social background and educational career*. Paris: Organization for Economic Co-operation and Development, CERI, 1972.

JOLLY, A.R. *Planning education in developing countries. An economic study of the manpower issues, with particular reference to Africa*. Ann Arbor: Xerox University Microfilms, 1967.

KABWASA, A. In-service teacher training in Africa. *In*: KABWASA, A. *and* KAUNDA, M.M. *eds*. *Correspondence education in Africa*. London: Routledge and Kegan Paul, 1973.

KALENSON, M.W. *A study of public primary education in the Republic of Colombia, South America*. Ann Arbor: Xerox University Microfilms, 1972.

KAY, A.E. Upgrading teachers in Uganda. *In*: KABWASA, A. *and* KAUNDA, M.M. *eds*. *Correspondence education in Africa*. London: Routledge and Kegan Paul, 1973.

KING, K. *Primary schools in Kenya. Some critical constraints on their effectiveness*. Nairobi: University of Nairobi Institute for Development Studies, 1972.

LALLEZ, R. *An experiment in the ruralization of education. IPAR and the Cameroonian reform*. Paris: Unesco, 1974.

LANDRITH, H.F. *Systems approach to in-service education*. Washington: Educational Resources Information Center, 1977.

LANHAM, L.W. Teaching English in African schools. *In*: ROSE, *B.ed. Education in Southern Africa*. London: Collier Macmillan Publishers, 1970.

LEWIS, L.J. The nature and content of the curriculum in teachers' colleges. In: KENYA INSTITUTE OF EDUCATION. Teacher training and in-service training of teachers. Nairobi: East African Publishing House, 1969.

LEWIS, L.J. Society, schools and progress in Nigeria. London: Pergamon Press, 1965.

LYLE, J. et al. The inservice training programme for UNRWA/Unesco teachers. In: UNESCO. New educational media in action: Case studies for planners II. Paris: Unesco,IIEP, 1967a.

LYLE, J. et al. Two uses of mass media for in-service teacher training in Algeria. In: UNESCO. New educational media in action: Case studies for planners II. Paris: Unesco,IIEP, 1967b.

MALHERBE, E.G. Education in South Africa. Vol. 2. 1923-75. Cape Town: Juta, 1977.

MALLUM, M.P. A study of the primary educational system in Nigeria and its relationship to national goals. Ann Arbor: Xerox University Microfilms, 1975.

MANONE, C.J. Innovation in educational facilities at the teacher training college level. In: KENYA INSTITUTE OF EDUCATION. Teacher training and in-service training of teachers. Nairobi: East African Publishing House, 1969.

MATHUR, V.S. Education and the future of India. Ambala Coutt: The Indian Publications, 1977.

MCGINN, N.F. *and* DAVIS, R.G. *Build a mill, build a city, build a school*. *Industrialization, urbanization and education in Ciudad Guayana*. Cambridge: The M.I.T. Press, 1969.

MDLULI, S.B. *A description of the educational system of Kwazulu with emphasis on pupil repetition*. Bloemfontein: University of the Orange Free State, Research Unit for Education System Planning, 1980.

MORANT, R.W. Re-appraising the role of teachers' centres. *British Journal of In-service Education* 4(3), Summer 1978: 199-205.

NAUSHAD, S.N. Primary education in Afghanistan, *Bulletin of the Unesco Regional Office for Education in Asia* 14, June 1973: 1-15.

NYERERE, J.K. Education for self-reliance. *In*: OPEN UNIVERSITY. *Educational studies*: *A second level course*. *Curriculum design and development*. *Case study 1*. Dar es Salaam: Milton Keynes, 1976.

ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT CENTRE FOR EDUCATIONAL RESEARCH AND INNOVATION. *Innovation in in-service education and training of teachers*. *Practice and theory*. Paris: 1978.

PHILLIPS, H.M. *Basic education - a world challenge*. London: John Wiley and Sons, 1975.

PICKETT, J. Economic priorities and education in developing Africa. *In*: LOWE, J. *et al*. *Education and nationbuilding in the Third World*. Edinburgh: Scottish Academic Press, 1971.

PIRES, E.A. Training personnel for instruction at the first level of education in rural societies. *Bulletin of the Unesco Regional Office for Education in Asia* 14, June 1973: 228-244.

PIRIE, B. Adult literacy .. and serendipity. Teachers' Forum 3(10), October 1976: 33-34.

PSACHAROPOULOUS, G. Returns to education: An international comparison. London: Elsevier Scientific Publishing Company, 1973.

RAWAT, D.S. Primary education in India. Bulletin of the Unesco Regional Office in Asia 14, June 1973: 16-37.

REGUZZONI, M. European innovations in teachers' in-service training. In: LOMAX, D.E. ed. European perspectives in teacher education. London: John Wiley and Sons, 1976.

RUPERTI, R.M. The education system in Southern Africa. Pretoria: Van Schaik, 1976.

SIMMONS, J. Education, poverty and development. Washington: International Bank for Reconstruction and Development, 1974. (Bank Staff working paper no. 188)

SOUTH AFRICA (Republic). Department of Bantu Education. Annual Report 1975. Pretoria: Government Printer, 1976.

SOUTH AFRICA (Republic). Department of Bantu Edution. Department of Bantu Education, Ref. No. 611/612 p.4. Pretoria: Government Printer, n.d.

SOUTH AFRICA (Republic). Department of Education and Training. UPPE, Programme no. 6. School Readiness Programme. Pretoria: Government Printer, n.d.

SUDAPRASERT, K. Primary education in Thailand. Bulletin of the Unesco Regional Office for Education in Asia 14, June 1973: 177-186.

SUTARIA, M.C. Primary education in the Philippines. *Bulletin of the Unesco Regional Office in Asia* 14, June 1973: 130-141.

SWAZILAND GOVERNMENT. *The annual report summary of the Ministry of Education*. Mbabane: 1976.

TAYLOR, W. *Society and the education of teachers*. London: Faber and Faber, 1969.

THOMAS, J. *World problems in education; a brief analytical survey*. Paris: Unesco, 1975.

TOFFLER, A. *Future shock*. London: Pan Books, 1970.

TOPPING, K. *and* BRINDLE, P. Evaluation of in-service training courses. *British Journal of In-service Education* 5(2), Spring 1979: 49-51.

UNESCO. First level of education in the Asian region - an unfinished business. *Bulletin of the Unesco Regional Office for Education in Asia* 14, June 1973: V-LX.

UNESCO. *Practical guide to in-service teacher training in Africa*. (*Establishment, execution and control of training programmes*). Paris: Unesco, 1970.

UNESCO. *The school and continuing education. Four studies*. Paris: Unesco, 1972.

UNESCO INTERNATIONAL BUREAU OF EDUCATION. *Initiatives in education*: *a world profile for 1971-1972*. Geneva: 1972

UNESCO. Office of Statistics. *A statistical study of wastage at school*. Paris: Unesco,IBE, 1972.

VERWEY, C.T. *The economic activity and level of education of the Xhosa with special reference to the Ciskei, 1970*. Bloemfontein: University of the Orange Free State, Research Unit for Education System Planning, October 1979a.

VERWEY, C.T. *Educational wastage in Ciskei*: *its statistical scope, economic implications and influence on manpower production*. Bloemfontein: University of the Orange Free State, Research Unit for Education System Planning, 1981.

VERWEY, C.T. *Enkele ekonomiese aspekte van onderwysverspilling in ontwikkelende lande. ʼn Studie toegespits op ʼn aantal Suider-Afrikaanse state*. Bloemfontein: Die Universiteit van die Oranje-Vrystaat, Navorsingseenheid vir Onderwysstelselbeplanning, 1981.

VERWEY, C.T. *The incidence of pupil repetition in Ciskei Primary Schools with special reference to the qualifications of teachers*. Bloemfontein: University of the Orange Free State, Research Unit for Education System Planning, 1979b.

VERWEY, C.T. *The use of statistics for educational planning and manpower planning*. Bloemfontein: University of the Orange Free State, Research Unit for Education System Planning, 1978.

VERWEY, C.T., BRAZELLE, R.R. *and* WILKINSON, F.J. *Educational and manpower production (Blacks). No. 1/80*. Bloemfontein: University of the Orange Free State, Research Unit for Education System Planning, 1980.

VIVIAN, S. *A handbook on in-service teacher training in developing countries of the Commonwealth*. London: Commonwealth Secretariat, 1977.

VIXAYSAKD, B. Primary education in Laos. *Bulletin of Unesco Regional Office for education in Asia* 14, June 1973: 89-103.

WALL, W.D. *et al*. *Failure in school*. Hamburg: Unesco Institute for Education, 1962.

WALLACE, C.C. *and* WEEKS, S.G. *Success or failure in rural Uganda*. *A study of young people*. Kampala: Makerere University, Institute of Social Research, 1975.

WESTBY-GIBSON, D. *Social perspectives on education*. *The society, the student, the school*. New York: John Wiley and Sons, 1965.

WILLIAMS, J.C. *Lesotho*: *Three manpower problems*: *Education, health and population growth*. Pretoria: African Institute of South Africa, 1971.

WILLIAMS, T.D. The demand for education. *In*: LOWE, J. *et al*. *eds*. *Education and nation-building in the Third World*. Edinburgh: Scottish Academic Press, 1971a.

WILLIAMS, T.D. The efficiency of education. *In*: LOWE,J. *et al*. *eds*. *Education and nation-building in the Third World*. Edinburgh: Scottish Academic Press, 1971b.

INTERVIEWS

BAKUMENI, P.N. 14 September 1978. (Teacher: Mlakalaka L./H.P. School, Zwelitsha).

BAM, N. 18 October 1978. (Teacher: Nozizwe L.P. School, Zwelitsha).

BATA, W. 7 February 1979. (Teacher: Majali L./H.P. School, Zwelitsha).

BATA, W. 19 March 1979. (Teacher: Tyutyu L./H.P. School, Zwelitsha).

BENGU, A.F. 11 July 1980. (Chief Inspector, Zwelitsha).

BOCO, H.M. 19 September 1978. (Principal: Ilitha L./H.P. School, Zwelitsha).

BOMELA, O.S. 1 May 1979. (Chief Education Planner, Zwelitsha).

BONGCO, I. 14 September 1978. (Teacher: Mount Coke L./H.P. School, Zwelitsha).

BONGCO, S.W. 3 May 1979. (Deputy Principal: Mzimkulu H.P. School, Mdkutsane).

BOMVANA, M. 20 September 1978. (Teacher: Harperton L./H.P. School, Zwelitsha).

BOOI, E.N. 11 October 1978. (Teacher: Quru L./H.P. School, Zwelitsha).

BURNS-NCAMASHE, S.M. 25 July 1980. (Chief of the Amagwali tribe, Alice. Xhosa ethnologist, Poet Laureate).

BUTI, J.N. 19 September 1978. (Teacher: Ndevana L./H.P. School, Zwelitsha).

COLA, N. 24 October 1978. (Teacher: Bangilizwe L./H.P. School, Zwelitsha).

CWEBA, T.N. 2 May 1979. (Principal: Nokulunga L.P. School, Mdantsane).

DAWETI, M. 20 September 1978. (Teacher: Mgqakwebe L./H.P. School, Zwelitsha).

DLAKAVU, E. 2 May 1979. (Principal: Thembeka L.P. School, Mdantsane).

DLANI, A.V. 24 October 1978. (Teacher: Bangilizwe L./H.P. School, Zwelitsha).

DLEPU, B. 7 February 1979. (Teacher: Peelton H.P. School, Zwelitsha).

DLOVA, C.V. 11 October 1978. (Teacher: Ndevana L./H.P. School, Zwelitsha).

DUBULA, Y. 3 October 1978. (Teacher: Nothenga L./H.P. School, Zwelitsha).

DUNGA, F.H. 12 October 1978. (Teacher: Ncemera L./H.P. School, Zwelitsha).

DYANI, H. 3 May 1979. (Deputy Principal: Gcobani H.P. School, Mdantsane).

GALELA T.N. 2 May 1979. (Principal: R.H. Godlo L.P. School, Mdantsane).

GCUZE, M. 7 February 1979. (Teacher: Peelton H.P. School, Zwelitsha).

GIDA, E. 18 October 1978. (Teacher: Nozizwe L.P. School, Zwelitsha).

GITYWA, V.N. 18 October 1978. (Principal: Nozizwe L.P. School, Zwelitsha).

GOBILE, J.M. 19 March 1979. (Teacher: Tyutyu L./H.P. School, Zwelitsha).

GONIWE, G.Y. 3 September 1978. (Teacher: Metele L.P. School, Dimbaza).

GOTYWA, R.N. 2 May 1979. (Principal: Nkululeko H.P.School, Mdantsane).

GOVUZA, E. 21 September 1978. (Teacher: Tyusha L./H.P. School, Zwelitsha).

GQAMLANA, N. 12 October 1978. (Teacher: Ncemera L.P. School, Zwelitsha).

GQIBITHOLE, P.N. 7 March 1979. (Teacher: Jafta's L./H.P. School, Zwelitsha).

GQIRANA, B.N. 2 May 1979. (Principal: Songezo L.P. School, Mdantsane).

GUJULWA, M.C. 3 October 1978. (Principal: Mxalanga L./H.P. School, Zwelitsha).

GUSH, A. 3 May 1979. (Principal: Encotsheni H.P. School, Mdantsane).

GWELANA, A.M. 11 October 1978. (Principal: Quru L./H.P. School, Zwelitsha).

GYSMAN, W.G. 19 September 1978. (Teacher: Ndevana L./H.P. School, Zwelitsha).

HENGE,N. 11 May 1979. (Teacher: Zwelitsha H.P. School, Zwelitsha).

HOKO, H.M. 23 April 1979. (Inspector of Schools, Hewu).

HOYANA, L.T. 7 September 1978. (Vice Principal: Nomvume L.P. School, Zwelitsha).

JAMES, Z. 12 October 1978. (Teacher: Ncemera L.P. School, Zwelitsha).

JHO, J.C. 7 February 1979. (Principal: Majali L./H.P. School, Zwelitsha).

JHO, J.C. 7 February 1979. (Teacher: Majali L./H.P. School, Zwelitsha).

JOJOZI, N. 19 October 1978. (Teacher: Ngqika L.P. School, Zwelitsha).

JOKA, G. 18 October 1978. (Teacher: Nozizwe L.P. School, Zwelitsha).

JONGILANGA, E.S. 2 May 1979. (Principal: Isibane L.P. School, Mdantsane).

KAKAZA, G.G. 8 September 1978. (Teacher: Nobantu L.P. School, Zwelitsha).

KAKAZA,S. 19 September 1978. (Teacher: Nobutho L./H.P. School, Zwelitsha).

KALA, M.T. 11 October 1978. (Teacher: Ndevana L./H.P. School, Zwelitsha).

KALASHE, M.N. 3 May 1979. (Deputy Principal: D. Dyani H.P. School, Mdantsane).

KATANGANA, M. 18 October 1978. (Teacher: Nozizwe L.P. School, Zwelitsha).

KATIYA, O.E. 2 May 1979. (Principal: Inkqubela L.P. School, Mdantsane).

KATYWA, V.V. 21 September 1978. (Principal: Jafta's L./H.P. School, Zwelitsha).

KENENE, A.N. 14 September 1978. (Teacher: Mlakalaka L./H.P. School, Zwelitsha).

KHALIPA, N. 7 February 1979. (Teacher: Majali L./H.P. School, Zwelitsha).

KLAAS, M.N. 19 March 1979. (Teacher: Tyutyu L./H.P. School, Zwelitsha).

KOTI, O.L. 8 September 1978. (Teacher: Nobantu L.P. School, Zwelitsha).

KWATSHA, L. 24 July 1980. (Head: Psychological Services, Zwelitsha).

LALENDLE, C.H.T. 10 July 1980. (Senior Lecturer, Department of Empirical Education, University of Fort Hare).

LUBAMBO, B.M. 20 September 1978. (Teacher: Mgqakwebe L./H.P. School, Zwelitsha).

LUPONDO, A.N. 12 October 1978. (Principal: Gubevu L./H.P. School, Zwelitsha).

LUPUWANA, F.F. 12 October 1978. (Teacher: Gubevu L./H.P. School, Zwelitsha).

LWANA, J.L. 2 May 1979. (Principal: Lunga L.P. School, Mdantsane).

MABINYA, C.M. 21 September 1978. (Principal: Jubisa L./H.P. School, Zwelitsha).

MABUYA, N.B. 2 May 1979. (Principal: Vulumzi L.P. School, Mdantsane).

MADIKANE, C.N. 19 October 1978. (Teacher: Ngqika L.P. School, Zwelitsha).

MAGITSHIMA, E.N. 8 September 1978. (Teacher: Nobantu L.P. School, Zwelitsha).

MAGITSHIMA, V. 7 February 1979. (Teacher: Majali L./H.P. School, Zwelitsha).

MAHANJANA, D. 12 October 1978. (Teacher: Ncemera L.P. School, Zwelitsha).

MAJANGAZA, P.P. 2 May 1979. (Principal: Chuma L.P. School, Mdantsane).

MAJOLA, N. 24 October 1978. (Teacher: Bangilizwe L./H.P. School, Zwelitsha).

MAKU, T. 7 Feburary 1979. (Teacher: Majali L./H.P. School, Zwelitsha).

MAKULA, L.N. 20 September 1978. (Teacher: Harperton L./ H.P. School, Zwelitsha).

MAKWABE, M.M. 12 October 1978. (Teacher: Gubevu L./H.P. School, Zwelitsha).

MALALA,H.N. 3 October 1978. (Teacher: Shushu L./H.P. School, Zwelitsha).

MALGAS, S.L. 2 May 1979. (Principal: Zuzile L.P. School, Mdantsane).

MALI,R.G. 20 Sept. 1978. (Teacher: Harperton L./H.P. School, Zwelitsha).

MALOLO, E.M. 3 May 1979. (Principal: Fanti-Gaqa H.P. School, Mdantsane).

MALUSI, M.M. 19 September 1978. (Teacher: Dongwe L./H.P. School, Zwelitsha).

MANGXOLA,D.N. 3 October 1978. (Teacher: Nothenga L./H.P. School, Zwelitsha).

MANJEZI, S.M. 11 July 1980. (Chief Education Planner, Zwelitsha).

MANKULE, T. 7 February 1979. (Teacher: Peelton H.P. School, Zwelitsha).

MANQINA,M.C. 11 May 1979. (Teacher: Zwelitsha H.P. School, Zwelitsha.

MANTO, A.N. 8 September 1978. (Teacher: Nobantu L.P. School Zwelitsha).

MANYAKANYAKA,N.S. 3 October 1978. (Teacher: Shushu L./H.P. School, Zwelitsha).

MANYI,M.N. 19 October 1978. (Teacher: Ngqika L.P. School, Zwelitsha).

MANZI, E.L. 19 September 1978. (Principal: Dongwe L./H.P. School, Zwelitsha).

MANZI, S.T. 3 May 1979. (Principal: Luzuko H.P. School, Mdantsane).

MANZINI, H. 2 May 1979. (Inspectress of Infant Education, Zwelitsha).

MAQUBELA, A.B. 24 October 1978. (Teacher: Bangilizwe L./H.P. School, Zwelitsha).

MARCUS, D.P. 11 May 1979. (Teacher: Zwilitsha H.P. School, Zwelitsha).

MARWANQA, N.M. 3 October 1978. (Teacher: Mxalanga L./H.P. School, Zwelitsha).

MATI, Z. 2 May 1979. (Principal: Bulumko H.P. School, Mdantsane).

MATSHISI, L.L. 3 May 1979. (Deputy Principal: Nzaliseko H.P. School, Mdantsane).

MATTO, T.L. 3 October 1978. (Teacher: Mxalanga L./H.P. School, Zwelitsha).

MAVANGO, M.M. 12 October 1978. (Vice Principal: Gubevu L./H.P. School, Zwelitsha).

MAYAMA, E.N. 2 May 1979. (Principal: Shad Mashologu L.P. School, Mdantsane).

MAYIPASE, O.K. 11 October 1978. (Teacher: Ndevana L./H.P. School, Zwelitsha).

MBI, M.N. 19 March 1979. (Teacher: Tyutyu L./H.P. School, Zwelitsha).

MBIKO, D.Z. 20 September 1978. (Teacher: Harperton L./H.P. School, Zwelitsha).

MDINGI, E.L. 2 May 1979. (Principal: Ebotwe L.P. School, Mdantsane).

MDINGI, X.D. 3 May 1979. (Principal: Langelitsha H.P. School, Mdantsane).

MEHLALA, B.Z. 3 May 1979. (Principal: A.F. Bengu H.P. School, Mdantsane).

MEKUTE, E.M. 3 October 1978. (Principal: Nothenga L./H.P. School, Zwelitsha).

MEKUTE, P.N. 21 September 1978. (Teacher: Jafta's L./H.P. School, Zwelitsha).

MFAMANA, R.M. 18 October 1978. (Teacher: Nozizwe L.P. School, Zwelitsha).

MINYA, L.M. 11 May 1979. (Teacher: Zwelitsha H.P. School, Zwelitsha).

MITI, A. 11 October 1978. (Teacher: Pakamisa L./H.P. School, Zwelitsha).

MJAMBA, H.N. 1 September 1979. (Education Planner, Zwelitsha).

MJUZA, M.Y. 3 October 1978. (Teacher: Shushu L./H.P. School, Zwelitsha).

MKALIPI, F. 18 October 1978. (Teacher: Nozizwe L.P. School, Zwelitsha).

MKALIPI, V. 7 February 1979. (Teacher: Peelton H.P. School, Zwelitsha).

MNCI, L.L. 19 October 1978. (Teacher: Ngqika L.P. School, Zwelitsha).

MNENGISA, P. 2 May 1979. (Principal: Nontsikelelo L.P. School, Mdantsane).

MNQAMISA, T.N. 11 May 1979. (Teacher: Zwelitsha H.P. School, Zwelitsha).

MOSELE, E.L. 3 October 1978. (Teacher: Mxalanga L./H.P. School, Zwelitsha).

MPENGESI, G. 20 September 1978. (Principal: Mzantsi L./H.P. School, Zwelitsha).

MPINDA, L.K. 21 September 1978. (Principal: Qugqwala L./H.P. School, Zwelitsha).

MPINDA, N. 14 September 1978. (Teacher: Mount Coke L./H.P. School, Zwelitsha).

MPONDO, G. 2 May 1979. (Principal: Dumisa L.P. School, Mdantsane).

MRUBATA, L.D. 3 May 1979. (Principal: Lwandisa L.P. School, Mdantsane).

MTATI, E.W.N. 2 May 1979. (Principal: Equleni L.P. School, Mdantsane).

MTI, M.Y. 24 October 1978. (Teacher: Bangilizwe L./H.P. School, Zwelitsha).

MTSHEMLA, N. 8 September 1978. (Principal: Bangilizwe L./H.P. School, Zwelitsha).

MUKUME, V.N. 19 October 1978. (Teacher: Nqqika L.P. School, Zwelitsha).

MVUMBI,B. 14 September 1978. (Teacher: Mount Coke L./H.P. School, Zwelitsha).

MVUNYISWA,B. 18 October 1978. (Teacher: Nozizwe L.P. School, Zwelitsha).

MXUNYELWA, V. 8 September 1978. (Teacher: Nomvume L.P. School, Zwelitsha).

MZWALE, P.N. 19 September 1978. (Teacher: Ndevana L./H.P. School, Zwelitsha).

NAMA, A.N. 6 September 1979. (Inspectress of Infant Education, Zwelitsha).

NCETE,T.A. 11 October 1978. (Teacher: Ndevana L./H.P. School, Zwelitsha).

NCITHI,N. 18 October 1978. (Teacher: Nozizwe L.P. School, Zwelitsha).

NCO, R.V. 19 September 1978. (Teacher: Zukile L./H.P. School, Zwelitsha).

NDARA, F. 19 October 1978. (Teacher: Ngqika L.P. School, Zwelitsha).

NDUNYANA, N. 24 October 1978. (Teacher: Jubisa L./H.P. School, Zwelitsha).

NDWALAZA,J.N. 11 October 1978. (Teacher: Ndevana L./H.P. School, Zwelitsha).

NDYAWE, J. 11 October 1978. (Teacher: Pakamisa L./H.P. School, Zwelitsha).

NDYOKO,E.N. 18 October 1978. (Teacher: Nozizwe L.P. School, Zwelitsha).

NDYOKO, T. 7 February 1979. (Teacher: Peelton High School, Zwelitsha).

NGABA,N. 18 October 1978. (Teacher: Nozizwe L./H.P. School, Zwelitsha).

NGAM, S. 21 September 1978. (Principal: Tyusha L./H.P. School, Zwelitsha).

NGCWEMBE, E. 7 September 1978. (Teacher: Nomvume L.P. School, Zwelitsha).

NGETU, N. 19 September 1978. (Teacher: Ndevana L./H.P. School Zwelitsha).

NGORA, O.M. 14 September 1978. (Principal: Ndileka L./H.P. School, Zwelitsha).

NGXETWANE,V.Z. 14 September 1978. (Teacher: Tshatshu L./H.P. School, Zwelitsha).

NGXWANA, G.Y. 21 September 1978. (Principal: Luyteville L./H.P. School, Zwelitsha).

NJIKELANA, E.T. 3 May 1979. (Principal: Philani H.P. School, Mdantsane).

NJIKELANA,R. 2 May 1979. (Principal: Nobotwe L.P. School, Mdantsana).

NJWABANE, X. 7 February 1979. (Teacher: Peelton H.P. School, Zwelitsha).

NKULA, J. 14 September 1978. (Principal: Mount Coke L./H.P. School, Zwelitsha).

NOBATYI, M.M. 11 May 1979. (Principal: Zwelitsha H.P. School, Zwelitsha).

NOBAZA, G.N. 8 September 1978. (Teacher: Nomvume L.P. School, Zwelitsha).

NOCANDA,P.P. 12 October 1978. (Teacher: Gubevu L./H.P. School, Zwelitsha).

NOGWEBU, N.N. 5 September 1979. (Circuit Inspector, Alice).

NOLISI,N.V. 11 October 1978. (Teacher: Ndevana L./H.P. School, Zwelitsha).

NOQAYI, S. 14 September 1978. (Principal: Qongqota L./H.P. School, Zwelitsha).

NQANQALI, G.N. 2 May 1979. (Principal: F.B. Gaushe L.P. School, Mdantsane).

NQWELE, B. 12 October 1978. (Teacher: Ncemera L.P. School, Zwelitsha).

NTAMO, V. 19 September 1978. (Teacher: Ndevana L./H.P. School, Zwelitsha).

NTANTISO,L.N. 20 September 1978. (Teacher: Harperton L./H.P. School, Zwelitsha).

NTEBE, N. 24 October 1978. (Teacher: Jubisa L./H.P. School, Zwelitsha).

NTSHANGA, F.M. 12 October 1978. (Teacher: Gubevu L./H.P. School, Zwelitsha).

NTULI, N.C. 11 October 1978. (Teacher: Ndevana L./H.P. School, Zwelitsha).

NYAKATI, S.N. 3 October 1978. (Teacher: Mxalanga L./H.P. School, Zwelitsha).

NYEMBEZI, C.V. 21 September 1978. (Tyusha L./H.P. School, Zwelitsha).

NZUNZU, W. 14 September 1978. (Principal: Mlakalaka L./H.P. School, Zwelitsha).

PETER, E.N. 2 May 1979. (Principal: Sophakama L.P. School, Mdantsane).

PETER, I. 11 October 1978. (Principal: Pakamisa L./H.P. School, Zwelitsha).

PETER, P.V. 14 September 1978. (Teacher: Qongqota L./H.P. School, Zwelitsha).

PILISO, W.L. 14 September 1978. (Teacher: Tshatshu L./H.P. School, Zwelitsha).

PITYI, B.N. 3 September 1978. (Inspector of Schools, Zwelitsha).

PITYI, G.D. 12 October 1978. (Teacher: Gubevu L./H.P. School, Zwelitsha.

QAYISO, J.X. 7 February 1979. (Teacher: Majali L./H.P. School, Zwelitsha).

QOMVE, B.V. 7 March 1979. (Teacher: Jafta's L./H.P. School, Zwelitsha).

QONGQO, H. 8 September 1978. (Principal: Nomvume L.P. School, Zwelitsha.

QWESHA,L.N. 21 September 1978. (Teacher: Tyusha L./H.P. School, Zwelitsha).

RADEBE,B.T. 19 October 1978. (Teacher: Ngqika L.P. School, Zwelitsha).

RALA,S.F. 12 October 1978. (Teacher: Gubevu L./H.P. School, Zwelitsha).

SIKITI,L.C. 12 October 1978. (Teacher: Gubevu L./H.P. School, Zwelitsha).

SINUKA, L.M. 24 October 1978. (Teacher: Bangilizwe L./H.P. School, Zwelitsha).

SINUKA, L.M. 6 September 1978. (Teacher: Bangilizwe L./H.P. School, Zwelitsha).

SINUKA, M.O. 3 October 1978. (Principal: Shushu L./H.P. School, Zwelitsha).

SEPOKO,N.E. 18 October 1978. (Teacher: Nozizwe L.P. School, Zwelitsha).

SISWANA,B.L. 11 October 1978. (Teacher: Pakamisa L./H.P. School, Zwelitsha).

SITELA,S.N. 19 March 1979. (Teacher: Tyutyu L./H.P. School, Zwelitsha).

SKENJANA, W.N. 2 May 1979. (Principal: Isitshaba L.P. School, Mdantsane).

SMAKUHLE,C.W. 19 September 1978. (Teacher: Dongwe L./H.P. School, Zwelitsha).

SOGA, M.C. 11 May 1979. (Teacher: Zwelitsha H.P. School, Zwelitsha).

SOKA, E.N. 11 October 1978. (Teacher: Ndevana L./H.P. Zwelitsha).

SOKA, P.B. 21 September 1978. (Teacher: Jafta's L./H.P. School, Zwelitsha).

SOMDAKA, S. 21 September 1978. (Principal; Ramnyiba L./H.P. School, Zwelitsha.

SOMTUNZI, H.M. 14 September 1978. (Teacher Tshatshu L./H.P. School, Zwelitsha).

STADI, J.L. 19 Oct. 1978. (Teacher: Ngqika L.P. School, Zwelitsha).

TABATA, A. 7 February 1979. (Teacher: Peelton H.P. School, Zwelitsha).

TABATA, N. 18 October 1978. (Teacher: Nozizwe L.P. School, Zwelitsha).

TATSI, V. 7 March 1979. (Teacher: Jafta's L./H.P. School, Zwelitsha.

TIMOTHY, Z. 7 February 1979. (Teacher: Peelton H.P. School, Zwelitsha).

TSHOTA, F.N. 12 October 1978. (Teacher: Gubevu L./H.P. School, Zwelitsha).

TSHWETE, E.N. 12 October 1978. (Teacher: Ncemera L.P. School, Zwelitsha).

TSOYI, V.M. 2 May 1979. (Principal: Phambili L.P. School, Mdantsane).

TSOKA,P.B. 7 March 1979. (Teacher: Jafta's L./H.P. School, Zwelitsha).

TSOKO, G. 12 October 1978. (Teacher: Ncemera L.P. School, Zwelitsha).

TUKUSHE, C.T. 18 October 1978. (Teacher: Nozizwe L.P. School, Zwelitsha).

TUTA, S.N. 19 Sepbember 1978. (Teacher: Dongwe L./H.P. School, Zwelitsha).

WILLIAMS, C.S. 19 September 1978. (Principal: Tshabo L./H.P. School, Zwelitsha).

WOKO,N. 2 May 1979. (Principal: Zwelihle L.P. School, Mdantsane).

WOTSHELA, K.T. 3 May 1979. (Inspector of Schools, Mdantsane Central).

XOTYENI, M.M. 7 February 1979. (Principal: Peelton H.P. School, Zwelitsha).

YENZELA,V. 18 October 1978. (Teacher: Nozizwe L.P. School, Zwelitsha).

ZANI, M.B. 14 September 1978. (Inspector of Schools, Zwelitsha).

ZITA, C.N. 19 October 1978. (Principal: Ngqika L.P. School, Zwelitsha).

ZITA, T.M. 19 March 1979. (Principal: Tyutyu L./H.P. School, Zwelitsha).

ZONDEKI, T. 12 October 1978. (Principal: Ncemera L.P. School, Zwelitsha).